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ABSTRACT

This report addresses the decision-making process for replacing or modernizing the District of Columbia Public Schools (DCPS) as proposed in the DCPS facility master plan. The three-section document discusses old and historic schools and their future; the schools' historical and architectural value; cost of replacement and modernization; design; materials; and the environmental impact of school replacement. The first section explores issues related to the modernization or replacement of old and historic schools and factors that should be considered in the District. The second section presents a history of the DCPS since its founding under the administration of School Board President Thomas Jefferson through the start of World War II. The third section provides detailed school-by-school surveys of the historical and architectural details of public schools built in the District before 1945, including address, school size, site size, the architect involved, architectural style, design date, dates of construction, past alterations, and additions. (GR)

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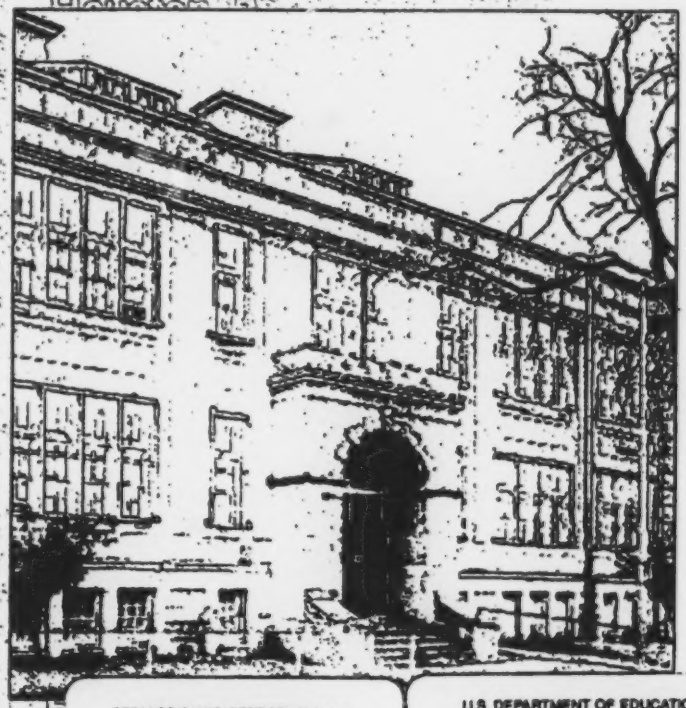
ED 454 694

Replace or Modernize?

The Future of the District of Columbia's Endangered Old and Historic Public Schools

May 2001

Payne ES	1896	Draper ES
Miner ES	1900	Shaed ES
Ketcham ES	1909	Moten ES
Bell SHS	1910	Hart MS
Garfield ES	1910	Langdon ES
Thomson ES	1910	Drew ES
Smothers ES	1923	Plummer ES
Hardy MS (Rosario)	1928	Hendley ES
Bowen ES	1931	Aiton ES
Kenilworth ES	1933	J.O. Wilson ES
Anacostia SHS	1935	Watkins ES
Bunker Hill ES	1940	Harrison ES
Beers ES	1942	
Kimball ES	1942	
Kramer MS	1943	
Davis ES	1943	
Stanton ES	1944	
Patterson ES	1945	
Thomas ES	1946	
Turner ES	1946	
Tyler ES	1949	
Kelly Miller MS	1949	
Birney ES	1950	
Walker-Jones ES	1950	
Nalle ES	1950	
Sousa MS	1950	
Simon ES	1950	
R. H. Terrell JHS	1952	
River Terrace ES	1952	



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This report is dedicated to the memory of Richard L. Hurlbut, 1931 - 2001.

Richard Hurlbut was a native Washingtonian who worked to preserve Washington, DC's historic public schools for over twenty-five years.

He was the driving force behind the restoration of the Charles Sumner School, which was built after the Civil War in 1872 as the first school in Washington, DC for African-American children. Sumner was spared demolition in the 1970s and was rededicated in 1986 as the DC Public Schools Archives, Museum and Conference Center. Mr. Hurlbut also helped save the historic Benjamin Franklin Schoolhouse. Richard Hurlbut was the public school preservation officer and served as curator of the museum and director of the conference center until his retirement in May 2000.

Preface

Schools are more numerous than any other public facility in our communities. In Washington, DC, many older schools sit on corners, anchoring neighborhoods and fostering a sense of stability and familiarity. One such school is Murch Elementary School.

In 1997 members of the Murch Elementary School community approached the National Trust for Historic Preservation with concerns about the deterioration of the exterior of the 1929 school building. The Trust awarded the Murch Home and School Association a $2500 Preservation Services Grant. The purpose of this grant was to provide a framework for preliminary planning of an architecturally compatible new addition to the Murch Elementary School; heighten community awareness of the historic and architectural significance of the existing school building and the surrounding neighborhood; and to teach students about the community history, the architecture, historic preservation issues and the planning process.

In 1999, at the urging of the 21st Century School Fund, the Murch Home and School Association requested that the National Trust permit the Murch grant to be used to ensure that the history and architecture of all public schools in the District of Columbia be considered in the long-range educational facility master plan being developed by the school system.

We thank the Murch Elementary School parents, Murch teacher Deborah Ziff Cook, and especially principal Dr. Marjorie Cuthbert. They made this report possible because of their willingness to look beyond the many pressing concerns of their own school to the needs of the entire district. We would also like to thank Mary Gill, principal of Murch Elementary School from 1984 to 1998 and current chief academic officer of DCPS, for her strong support of the early activities of this project.

This work could not have been accomplished without the help of the Sumner School Museum and Archives, and the fine work of Antoinette Lee and Tanya Edwards Beauchamp—architectural historians who have painstakingly documented the history of the District's public school buildings. Finally, we thank Mary Filardo and the staff of the 21st Century School Fund for writing and compiling this report.

Nenie Bartman and Jamie Butler, Murch Elementary School Parents and Project Coordinators

Introduction

The District of Columbia is in the early years of a ten to fifteen year initiative to modernize and replace its public school buildings. This report will explore facility planning issues associated with old and historic schools that were not fully resolved in "A New Generation of Schools," the DC Public Schools Facility Master Plan (Master Plan) approved by the Board of Education in December 2000. It will assist neighbors, parents, teachers, principals, architects, planners, school board members, council members, DCPS officials and members of Congress to build on, revise, improve and update the Master Plan. In this new initiative, the school system must avoid the mistakes of the last major school construction program of the 1970s. In fact, this school construction program offers the District remedy some of the poor design of the past.

Section one of this report explores issues associated with the District's old and historic schools still operated by DCPS and provides a framework for deciding whether a school should be modernized or replaced. Section two describes the history of the public school buildings and their construction since the 1800s. Section three contains a school-by-school survey of the architecture and history on the operating schools built between 1862 and 1945.

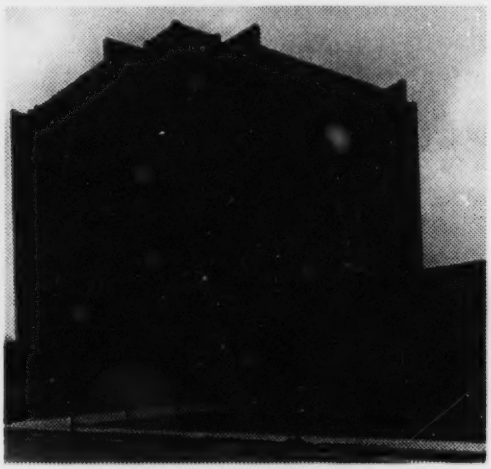
There are many school buildings that are no longer in use by the school system that are significant for their history or architecture, such as Benjamin Franklin School (1869). This report highlights the intersection of public education and preservation concerns. The preservation issues associated with closed historic schools are not addressed.

Section One

Planning, Design and Policy Issues Affecting the District's Old and Historic Schools

Background

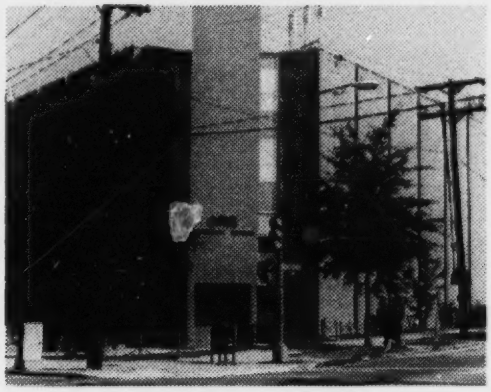
The last time the District of Columbia implemented a comprehensive plan to improve the condition of school facilities was in the 1970s. Unfortunately, there are many examples of poor design and construction from this last big school construction period. Fort Lincoln (1975) (renamed Thurgood Marshall) was accepted by the District of Columbia Public Schools (DCPS) even though there were many known problems. The roof design, in particular, has posed a continuing problem to the school system. H.D. Woodson (1972) is another example of a school design that even after 30 years has not been embraced by its community.



Woodson Senior High School

Many of the large, open plan, windowless schools built during the 1970s were built on sites where old schools, such as Orr, were demolished to create room for the new school. Most of these open plan schools have serious design and operational problems. They were designed to be energy efficient, foster team teaching, serve large student populations, be highly efficient since there were few corridors, and contain spaces and amenities to make them centers of communities. While these were worthwhile objectives, the way these objectives were achieved created other problems and the open plan schools are among the most underutilized and least desirable teaching and learning environments in the District.

Old Orr Elementary School



New Orr Elementary School

Additions to old schools have also been problematic. In general, the older the addition, the more likely it was to be designed to be compatible with the original structure. In fact, many of the schools built in the 1920s were originally designed to have additions if enrollment increased. However, the additions added in the 1970s were likely to be open plan additions and incompatible with the original building. One such example is Langdon Elementary School (1930). In 1970 an addition was put on the school. Unfortunately the addition fills the interior courtyard, severely degrading the original design.

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Many factors need to be considered when deciding whether to replace or modernize a school. The educational requirements of the instructional program need to be clear and the interests and concerns of the local and school communities should be aired and addressed. The historical and architectural significance of the structure should be evaluated. An estimate of the cost to meet the educational program requirements should be prepared both for new construction and for modernization and the environmental impact of replacement should be assessed.

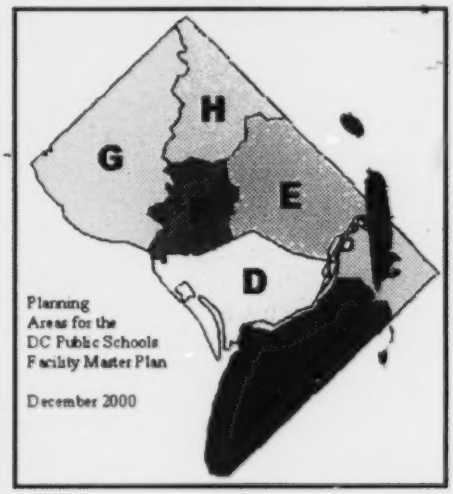
The decisions about modernization and replacement of schools will change the face of the District for generations. While many of the considerations are technical, the decision making process associated with the planning and design of the public schools is political. This does not mean, however, that it cannot be thoughtful and well-informed.

Long-Range Master Planning for School Buildings

During the 1999-2000 school year, hundreds of District parents, community leaders, and DCPS employees—teachers, principals, support staff and central office educators—participated in the development of a long-range plan for DCPS school buildings. The values and concerns of this diverse group were aired and discussed through a series of committee meetings in each of eight planning areas, two community dialogues in each planning area, and meetings of the District-wide, school board appointed Committee of 21 and the Master Plan Coordinating Committee.

Participants in the community dialogues were asked to give their opinions on whether architectural and historical significance of public schools should be a factor in planning their future and whether they consider public schools to be landmarks that contribute positively to the character of their neighborhood. The answer to both questions was a resounding yes.

Planning Areas



In Area D, 75% of the participants felt that it was of the highest importance to maintain the historic character of their schools;

- In Area E, when asked to rank the relevance of historical significance as a factor in decision-making, 63% ranked it highly important and an additional 25% ranked it as moderately important;
- In Area G, over 90% felt that their communities' public schools are landmarks that contribute positively to the character of their neighborhood, and over 80% felt that architectural and local historical significance of a public school should be a factor in planning for its future; and
- In Area H, 80% rated the importance of architectural and/or local historical significance of the public school to their community or neighborhood as high.

Only Planning Area A, which contained schools from Ward 8 and has the newest schools in the District, did not rank historical significance highly. Additionally, community dialogue participants were not asked whether they thought the history and architecture were

relevant factors in their own right, but ranked them in comparison to education design, security and other important factors.

Planning Areas B, C and F were not asked specific questions about the architectural and historical significance of their schools, but a number of individuals brought up the issue during open discussion. In Area C, one community member commented that preserving the "specific features that characterize a building," is a way to "recognize and honor the historic aspects of our schools." The issue of historic schools was considered in a broader context in Area F, where another participant commented that we need to, "Retain historic facilities in order to maintain character of neighborhoods and limit problems of new construction in densely populated communities." But a resident of Area B most clearly expressed the community opinion on historic schools when he said, "Historical significance should not be included in the ranking when it comes to building condition and educational adequacy. It should be a given."

In recognition of the interest and concerns reflected by the participants in the community dialogues, the Master Plan recommends "that school facilities having historical significance be preserved whenever possible." This recommendation continues, "The District of Columbia has a long and rich history. The schools are a part of this history and...it is important to maintain community identity and cultural history through the preservation of buildings. Many of these historic buildings were constructed with superior materials in comparison with some of the more recently constructed schools. Therefore, school facilities of historic significance should be modernized in such a manner as to preserve their historical character and architectural integrity."

Facility Master Plan Recommendations for Public Schools

The Master Plan recommends that all currently operating school sites be retained and continued for use as schools. If a school's enrollment has declined and the building is under-utilized, the recommendation is either to reduce the size of the building by removing additions or to modify the space to accommodate shared use.

The commitment to small neighborhood schools expressed in the plan is the single biggest contribution towards preserving the District of Columbia public school infrastructure. The Master Plan recommends that 63 schools be fully modernized and that 19 schools be partially modernized. Since 79 of the currently operating schools have had additions, if an older school must be right sized, this does not necessarily compromise its design—it may actually improve it. The Master Plan recommends that the remaining 57 schools be replaced.

Table 1 – Master Plan Recommendations

Year Built	Total Built	Modernize	Replace	Other
Pre-1900	8	7	1	
1900-1909	6	4	2	
1910-1919	8	5	3	
1920-1929	18	16	2	
1930-1939	20	16	3	1
1940-1949	15	5	10	
1950-1959	20	3	15	2
1960-1969	24	11	12	1
1970-1979	25	15	9	1
1980-1989	2	2	0	
1990-1999	0	0	0	
2000-	1	0	0	1
Total	147	84	57	6

The age, deferred maintenance and lack of capital investment over the last 20 years justify the intense scope of work recommended by the Master Plan. Schools were recommended for replacement or full modernization if they were

in poor condition and were rated poor in their ability to support educational program requirements.

The schools of the 1940s, 50s, 60s and 70s are where the major rebuilding is recommended. These schools are concentrated in Wards 6, 7 and 8. Nearly 68% or 38 schools recommended for replacement are east of the Anacostia River. The average age of the schools recommended for replacement is 48 years. The schools recommended for replacement are:

Schools Recommended for Replacement

1896	Payne ES	1949	Tyler ES	1962	Watkins ES
1901	Miner ES	1949	Kelly Miller MS	1962	Houston ES
1909	Ketcham ES	1950	Birney ES	1963	Backus MS
1910	Bell SHS	1950	Walker-Jones ES	1964	Harris, C.W. ES
1910	Garfield ES	1950	Nalle ES	1965	Green ES
1923	Smothers ES	1950	Sousa MS	1966	Gibbs ES
1928	Hardy MS (Gordon)	1950	Simon ES	1966	McGogney ES
1931	Bowen ES	1952	Terrell, R. H. JHS	1967	Lincoln MS
1933	Kenilworth ES	1952	River Terrace ES	1967	Brown MS
1935	Anacostia SHS	1953	Draper ES	1968	Savoy ES
1940	Bunker Hill ES	1955	Shadd ES	1970	Leckie ES
1942	Beers ES	1955	Moten ES	1971	Shaed ES
1942	Kimball ES	1956	Hart MS	1973	Woodson, H.D. SHS
1943	Kramer MS	1958	Sharpe Health SE	1974	Brookland ES
1943	Davis ES	1959	Drew ES	1974	Ferebee-Hope ES
1944	Stanton ES	1959	Plummer ES	1976	Wilkinson ES
1945	Patterson ES	1959	Hendley ES	1977	Shaw JHS
1946	Thomas ES	1960	Aiton ES	1977	Lee, Mamie D. SE
1946	Turner ES	1961	Wilson, J.O. ES	1977	Fletcher/ Johnson EC

Preservation Issues of Current Projects

Prior to the development of the Master Plan, nine schools were approved for major modernization or replacement. These schools are referred to as "Tier 0" schools in the Master Plan. The following table shows the Tier 0 schools, the authorized actions, the current capital budgets for these projects and their current status.

Historic issues have already surfaced in the Tier 0 schools and in other schools engaged in planning or construction. Randle Highlands will also be modernized, but current designs are to add contrasting modern architecture to the existing classic design. Miner Elementary School (1901, 1959) will be replaced, but the original 1901 building will not be demolished along with the 1959 portion.The following are some examples of how these issues have been raised.

Table 2 – Current Modernization and Replacement Projects [1]

Ward	School	Year Built	Scope of work	2002-2007 Budget	Status
4	Barnard	1926	Replacement	$12,830,000	Design
1	Cleveland	1912	Modernization/ addition	$9,106,000	Design
7	Kelly Miller	1949	Replacement	$20,600,000	Design
3	Key	1928	Modernization/ addition	$8,650,000	Construction
6	Miner[2]	1900	Replacement	$15,296,000	Design
5	Noyes[3]	1931	Modernization/ addition	$10,169,000	Design
8	Patterson	1928	Replacement	$13,956,000	Design
7	Randle Highlands	1912	Modernization/ addition	$14,222,000	Design
2	Thomson[3]	1910	Modernization/ addition	$10,636,000	Design
1	Bell Multicultural HS	1910	Replacement	$43,650,000	Design
1	Lincoln MS[4]		Replacement	0	Design
			Total	$159,115,000	

[1] Source: DC Capital Budget 2002-2007

[2] Oldest (1900) portion is being preserved, but will not be used as part of Miner School

[3] First designed as replacements, but redesigned to keep original buildings

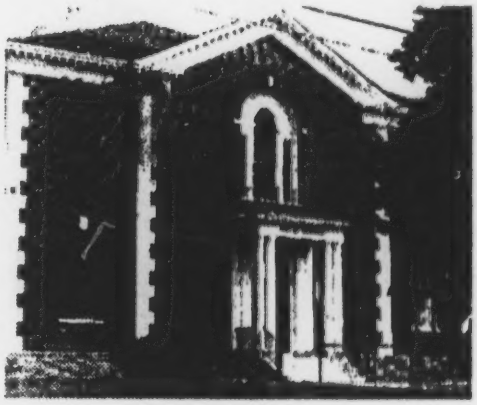
[4] A combined facility will replace Bell and Lincoln

Thomson Elementary School

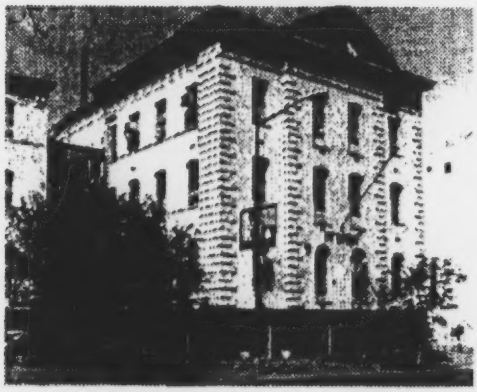
Architects and engineers recommended replacing Thomson Elementary School (1910), a downtown school located at 12th and L Streets, NW, without evaluating its historic significance. When they learned that an application to place the school on the DC Historic Register had been filed, designs for a new school had to be scrapped and designs for a full modernization of the 91 year old school were begun.

Noyes Elementary School

The site-specific educational specifications for Noyes Elementary School (1931, 1959) were not reviewed by the parents and community members who participated in the planning process before the specifications were given to the architects. As a result, community members did not know that the option selected by DCPS for their school was to tear down the 1931 original school and the 1959 addition, and to construct an entirely new school. Once they learned this, they objected and after a difficult period of negotiations, DCPS agreed to redesign the school, preserve and modernize the original 1931 school, retain the auditorium of the 1959 addition and replace the rest.



Stevens Elementary School

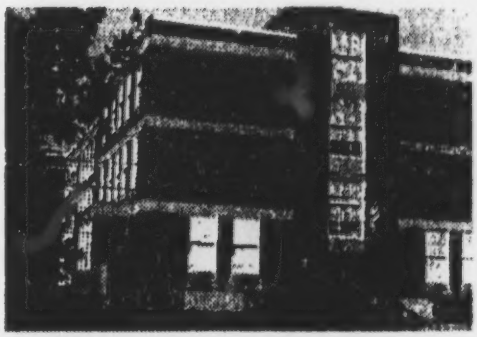


Stevens Elementary School (1896) is the oldest continuously operating school constructed with public funds for black students in the District of Columbia. This school was supposed to be sold to a developer as part of a public private development partnership, but the school community and the DC Preservation League are fighting its disposition in order to preserve the important history and architecture of the school. It has been nominated to the National Register for Historic Places.

Cleveland Elementary School

Cleveland Elementary School (1912, 1937) is located in an historic district and will be fully modernized with an addition consistent with the architecture of the 1912 building. It is interesting to note that the 1937 addition was the third floor.

Patterson Elementary School



Patterson Elementary School (1945) is slated for demolition and replacement although it is one of the oldest operating schools in Ward 8. This school was built by Nathan C. Wyeth, who studied for nine years at the Ecole des Beaux Arts in Paris, and became municipal architect in 1933 after the death of Albert L. Harris. He oversaw the design of Coolidge and Wilson high schools, Banneker and Jefferson junior high schools and Lafayette and Patterson elementary schools. In his designs for schools, Wyeth favored the Colonial Revival style. He maintained strong ties with the Commission of Fine Arts, and his designs of other city buildings, including the Municipal Building and the D.C. Armory, lent a sense of unity to municipal architecture. The basis for making decisions and who ultimately made the decision to demolish and replace Patterson are unclear, since the Board of Education did not vote to do so. It may be that the former facilities chief, who served from July 1999 to April 2001, wanted to implement a new prototype design for the District's public schools and was looking for a willing community and a site. He found the support at Patterson.

Murch Elementary School

Historic issues also arise with much smaller capital projects. In 1997, the Murch community faced the immediate problem of its seriously deteriorated cupola. Parts of the balustrade on the cupola were held in place by wire. The roof needed to be replaced, which would require restoration or removal of the cupola. The community did not want it removed, because it is a local neighborhood landmark f and one of the school's most distinctive architectural features. Through its attention and concern the Murch community made sure that the U.S. Army Corps of Engineers, which has been managing school construction in the city since 1998, restored the cupola when the roof was replaced.

During the same yeaer, because of the poor conditions and crowding at its 72 year old school, the Murch school community began to plan for a renovation and addition. During the early stages of this process, some parents became concerned that the renovation and expansion of the school would significantly obliterate or obscure distinctive features of the school. One serious suggestion that was being put forward was to place an addition in the central courtyard in front of the east façade. It would have obliterated an arcade-like entrance with its three large doors, the central one surmounted by a broken pediment. It would have also changed the character of the original H-shaped plan of the school, a distinctive plan similar in design to many other schools in the District built during this period. This was part of the impetus for application to the National Trust for the Preservation Services Grant.

Planning Guidelines for Old and Historic Schools

In order to avoid the problems of the 1970s and ensure that DCPS makes sound decisions about the future of our old schools, guidelines for decision making are needed. Basic information needs to be gathered, technical assessments needs to be done and public and local school input needs to be solicited. The first requirement when planning a new or modernized school facility is to understand the instructional content and methods used in the school. Along with this, a critical element of a school specific plan is how many students will be served, their ages and special needs. Since public education must link ever more closely to the family and the community, it is also crucial to understand what community activities and needs may be accommodated by the public school.

Once these educational and community program requirements are defined, a determination is made on how much space is needed to support them. Following the definition of program and space requirements, a feasibility study needs to be conducted to explore whether or not to modernize the existing school or replace it.

Feasibility Study

A feasibility study to determine whether to modernize or replace a school should include a comparison of the existing conditions with the proposed architectural program; an assessment of the historic and architectural significance of the school; the estimate of project costs; and an environmental impact statement on replacing versus modernizing the school.

Existing Conditions and the Newly Revised Educational Specifications

An old school is unlikely to match the standard for classroom size, support spaces, or large group spaces of the newly adopted DCPS educational specifications for elementary, middle or senior high schools. In some cases the existing public schools will fall short of the DCPS standards, in other cases they will exceed them. Many of the District's old schools are designed with spaces that are not provided for in current standard educational specifications, particularly at the junior and senior high school level. Consistent with the important role of public education in the history of the District and as the center for civic life, these schools were designed with many large spaces. There are large fixed seat auditoriums in all of the senior and junior high schools built before 1945.

Auditorium at Macfarland Middle School

Most of the comprehensive senior high schools have armories and rifle ranges, greenhouses and other monumental spaces no longer standard in school design. While Wilson and Roosevelt had pools added after their original construction, the Cardozo High School pool was part of the original design. Unfortunately, this pool has not operated for many years.

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Pool at Cardozo Senior High School

Even some of the elementary schools have these important civic spaces. Parkview Elementary School (1916) has a fixed seat auditorium, although at the elementary level, old schools are unlikely to be have large spaces, since many of these schools were built when children went home for lunch. These schools usually have only one large group space that is often over-utilized with breakfast, lunch and sometimes dinner meal programs, after school activities, physical education, and school assemblies.

History and Architecture

There is a rich history of public education in Washington, DC. The architecture and construction of the old public schools are of high quality and character. They are also a major part of the District's personality.

As part of the feasibility study, the history of the school and design and construction of the existing school needed to be assessed. Although a school need not be historic or architecturally significant to be saved, the history of the school and its architecture need to be researched and surveyed before it is known how these factors will weigh in deciding whether to modernize or replace a school building.

The following requirements must be met for a public school building of Washington, D. C. to be eligible for listing in the National Register of Historic Places. These criteria are taken from the Multiple Property Documentation Form for DC Public School Buildings 1862-1945 filed with the State Historic Preservation Office.

1) *It must be a purpose-built District of Columbia public school building.*

2) *The building's date of construction must be within the period of significance) of this Multiple Property Listing (between 1862 and 1945). Buildings less than 50 years old may qualify if they possess exceptional significance.*

3) *The building must be in its original location but not necessarily in its original use.*

4) *The building must retain integrity of design, materials, and workmanship. The principal facades of the building must retain a majority of the character-defining original fabric that was present during the building's period of significance. Of primary significance are the building's materials, pattern of fenestration, decorative features, and massing. Reversible exterior alterations will not be considered to have adversely affected the building's integrity.*

5) *Factors that may be cited to mitigate requirements 1-4 include: significant original interior features and outstanding historical significance.*

6) *Properties may be eligible if the building conveys important information concerning the history of the development of the public school system in Washington, D. C. including the:*

   a) *Evolution of public education for African Americans;*

   b) *Evolution of public education for women;*

   c) *Changing philosophies of education;*

   d) *Development of curricula, text-books, grades, classes, and programs;*

e) Development of kindergarten, elementary schools, junior high schools, middle schools, high schools, and vocational schools;

f) Establishment of normal schools and other teacher-training programs;

g) Participation of parents in the educational process;

h) Administration of the public schools and the effect of federal and local politics on the schools;

i) Development of Washington neighborhoods;

j) Evolution of African American life and culture;

k) Changes reflecting periods of national crisis e.g. the Civil War, World War I, the Great Depression, and World War II; and

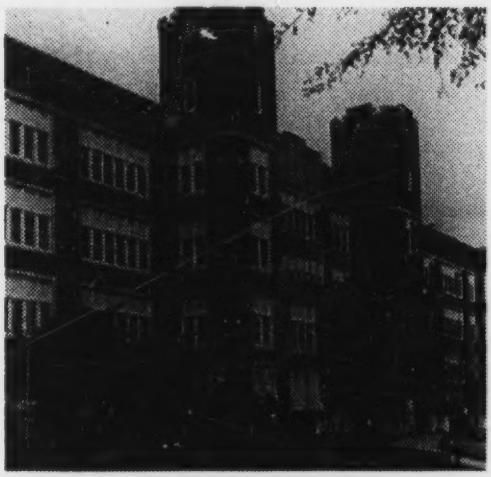
l) Segregation, desegregation, and integration.

7) Properties may be eligible if the building is associated with individuals who are significant to our past.

8) Properties may be eligible if the building conveys information about public school architecture (including style, form, materials, technology, or aesthetic development) in Washington or the country, or must be the work of a recognized architect, builder, craftsman, sculptor, artist or other significant to our past.

Design and Materials

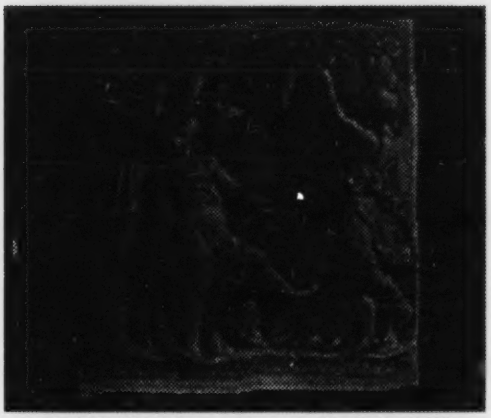
Before entering most of the old public schools in the District, it is clear that the city leaders who built these schools held public education in high esteem. Fine design and craftsmanship characterize most of the pre-World War II buildings. The National School Board Journal described Eastern Senior High School as the "last word in eastern school architecture," after it was built in 1923. Located near RFK Stadium, the imposing four-story building with its turreted towers and Gothic arch entrance makes a strong statement about the commitment to children, education and civil society by citizens of the early 1900s.



Eastern Senior High School

Most old schools have features such as tall windows that provide natural light and ventilation, and wide hallways and high ceilings. The old schools were constructed with high quality materials. It is not uncommon to find hallway floors of terrazzo and classroom floors are wood. These materials that were standard in many old schools are considered too expensive for today's new schools.

The design standard for new school flooring is vinyl composite tile (VCT) and some carpeting with ceramic tile in the bathrooms. At the new Oyster School, the hallways are painted cinder block rather than the glazed brick of the old school. Historic schools include many unique and irreplaceable design elements, including handcrafted moldings and artistic decorations like mosaic tile around the drinking fountains at Cardozo Senior High School and the bas-relief in the entrance at MacFarland Junior High School.



Bas Relief in Entrance Foyer at MacFarland MS

That the old school buildings have survived as well as they have given the declining maintenance and repair of the last decades is a testament to their durability and quality.

Cost of Modernization versus Replacement

Comparing the costs for design and construction is an imperfect business. It is in the interest of school districts, architects, construction managers and builders to claim all work is done on time and within budget. The challenge is to ensure that comparisons between projects includes all of the same basic components. For example, if the construction cost of a new school does not include the cost to remove the old school, including removing hazardous materials, demolition, hauling it to a land fill and preparing the site for new construction, then major costs have been excluded. One might argue that this is not a cost of the new construction, but it certainly is a project cost. If a new roof had been put on or a boiler installed in a school and this component still had useful life remaining, the remaining value of these improvements should be considered part of the cost of a project.

In general, the basic cost components of a major school construction project are planning, design, site acquisition and preparation, construction, construction management, furniture, and equipment. If students need to be transported and housed at an alternate location while work is being done, then transportation and swing space costs must also be included. When comparing the cost to modernize versus replace, it is important to compare total project costs not just construction costs.

Environmental Impact

From a sustainability viewpoint, an existing school building represents a significant expenditure of resources and labor. Careful renovation can reduce waste intended for landfills, decrease air pollution, and save dwindling natural resources. When the basic structures of a school, composed of brick, block, wood, plaster and stone, have decades of use left in them, the environment is strained by adding these materials to burgeoning landfills. According to Environmental Protection Agency estimates, every square foot of nonresidential building demolition adds 155 pounds of solid waste to area landfills. Thus, if DCPS follows the Master Plan recommendations on new buildings versus modernizations, nearly 500,000 tons of construction waste will be added to area landfills simply by tearing dowen the 58 schools designated for replacement. In contrast, also according to EPA estimates, nonresidential renovation only produces 18 pounds of waste per square foot, resultying in approximately 55,000 tons of waste if the 58 schools were modernized instead of being replaced. Additionaly, waste from construction debris, approximately 4 pounds per square footwill also be generated by the construction of 58 new schools.

Recommendations

To ensure that the District's old and historic schools continue to provide the sense of place, history and community across the District, it is imperative that the State Historic Preservation Office:

- Determine which schools should be listed for national and local historic designation-without waiting for a property to be threatened by demolition;
- Establish a policy at the State Historic Preservation Office on public school buildings immediately to guide the implementation of the Master Plan; and
- Provide financial support to the Sumner Museum and Archives to preserve the history of the public school infrastructure and to educate the public about the history and architecture of historic neighborhood schools in the District.

To ensure that well-informed, thoughtful design decisions are made about old and historic schools, the District of Columbia Public Schools needs to:

- Update the Master Plan, so that school planning recommendations are changed to "replace or full modernize", rather than just modernize or just replace;
- Require feasibility studies before a decision is made for modernization or replacement;
- Establish a process for decision-making requiring public hearings and a Board of Education vote on design recommendations of the DCPS administration.

Conclusion

Many of the District's public schools were built at a time when public education was revered, and the public school was a temple to democracy and learning. A historic school building, updated to meet the demands of a 21st century education, is a place where children not only learn about but experience history. An older school that has been in a neighborhood for generations represents tradition and continuity - important qualities in the life of a child. Perhaps it is the same building where a student's parent or grandparent went to school.

During the 1999-2000 school year, Janney Elementary School in the Tenleytown neighborhood of Northwest celebrated its 75th anniversary. In the Janney library, members of the Parent Teacher Association found carefully preserved scrapbooks kept by previous parent groups. The books contained photographs, newspaper clippings and programs from long forgotten events. From the books, the PTA was able to reconstruct the history not only of the school but also of the neighborhood. Not all communities are fortunate enough to have existing records, but a community with a historic school building harbors the essence of its neighborhood. It is as though generations of voices and footsteps become part of the bricks and mortar.

Ward 6 Council member Sharon Ambrose said, "The value [of historic buildings] is their contribution to the fabric of the community, to the built environment of the community, the environment other than the trees and grass. That environment has inherent worth because it helps generate a sense of community and continuity."

It is not that all old schools should be saved. In the case of the James F. Oyster Bilingual Elementary School in Ward 3, the school had to be relocated on the site. Care was taken to keep it on the corner and retain the monumental quality of the school in the neighborhood. It was also designed to be consistent with the design of the school it replaced. While the actual building was not preserved, the historic function and use of the site has been. The site has been in use for public education for 77 years.

Although there will be cases when it makes sense to replace and not modernize our public school buildings, the District's historic and older school buildings are precious. They are the legacy of a past, grounding communities as they move into the future. These buildings deserve to be carefully evaluated before a determination to replace them is made.

Section Two

The History of DC Public Schools from 1862 - 1945

The following summary of the history of DCPS was developed as part of the multiple property historic register application submitted to the State Historic Preservation Office by architectural historian, Tanya Beauchamp.

The history ends abruptly in 1945. However, a survey of the history and architecture of schools built between 1945 and 1967 is being funded by the State Historic Preservation Office. This is a critical piece of work since many of the schools recommended for replacement in the Master Plan were built during this period. When the history and surveys are done, a new edition of this report will be published.

Introduction

The history of public education in the District of Columbia followed the course of the city's growth itself. When the first organization to oversee public education was set up in 1804, the city had become home to the federal government only four years earlier in 1800. The settlement was sparse and represented only a shadow of the city that it became a century later. As the city developed and confidence in its future became more certain, the school system reflected this newfound security. By the end of the period under study, the school system had become a significant institution in the life of the city. Its importance is reflected in the substantial buildings that were constructed over the nearly 130 years of development.

In reviewing the history of the school system throughout this period, two historical themes are evident. The most important is the separation of the races into separate schools, a practice that endured in the District until the Supreme Court of the United States outlawed separate educational facilities in 1954. The allocation of funds between the white and the black schools was a serious point of contention that affected the location and design of and funding for each group's schools. The policy of racial separation can be seen in the surviving schools, built as "colored schools." Many District residents recall their attendance at a racially segregated school. Former black schools are regarded today both as a source of pride and as a reminder of past injustices.

The second historical theme is the separation of the sexes. During the early phase of the system's development, schools were exclusively male or female. A limited form of separation of the sexes endured well into the 20th century. Its vestiges can be seen in separate boys' and girls' entrances in many school buildings.

The role of the United States Congress in the affairs of the District of Columbia set its school buildings apart from those in other urban centers where funding was provided by the localities. Frequently, the District of Columbia school system thought itself in a neglected position because Congress was more likely to respond to constituencies possessing the vote rather than to the residents of the District who were disenfranchised. In the mid-1860s for example, the city leaders appealed to the U. S. Congress for increased financial support for the public schools, citing the greater support accorded public education in new states and in the territories. The school system rose above these limitations and produced buildings that observers in other cities and other nations admired. The admiration was mutual. D. C. Public Schools administrators also participated in inspection tours in order to study schools in other cities, which inspired them to apply lessons learned to District schools.

The school construction program reflected the growth of the city's population. National emergencies caused upswings in population numbers, as did the natural growth of the federal bureaucracy in response to the nation's need for federal government services. In the early years of the city, small frame buildings and adapted structures served as the location for classes. During the Civil War, the city embarked upon an ambitious plan to erect modern schoolhouses in each school district to create a system of free public schools in Washington that would be unsurpassed in the nation. Seven innovative, architecturally distinctive buildings designed by German-born architect Adolf Cluss were completed between 1864 and 1875.

Under the commission system of municipal government, the Engineer Commissioner and his staff in the office of the Building Commissioner and his staff in the Office of the Building Inspector designed dozens of eight to twelve room red brick schoolhouses close to population centers. When a school became overcrowded, the customary response was to construct a new school building on an adjacent lot or within a few blocks of the older school. In other instances, small annexes were appended to the original buildings. By the early 20th century, the city's architects experimented with expansible school building designs. Many buildings were designed as a complete whole, but were constructed in sections as the population of the surrounding community expanded.

Aside from Congressional and national attention that the District's school buildings attracted, their location, design, construction, and maintenance were a concern of the communities in which they were located. Once an area in the District became settled and a sufficient number of children were present, the community's leaders organized to lobby the school board and the U. S. Congress for funds in order to construct a new school. This effort frequently was a protracted one, particularly for new black schools. Whereas the presence of a new white school was viewed as an enhancement to the real estate values in a community, the possible construction of a colored school in the same area was viewed as a threat to those values.

The 137 surviving public schools constructed prior to 1945 represent only a portion of the total number of school buildings that were constructed during that period. Throughout the history of the school system, older schools were replaced by newer ones. Some schools were demolished when commercial functions overwhelmed the surrounding residential areas. Many of the District's older schools survived because, in the face of overcrowded conditions for much of the pre-World War II period, every classroom was in an old or a new building, except for their allocation among nearby communities or according to racial groups.

The surviving District school buildings bear silent testimony not only to national trends in educational theory and aesthetic tastes, but to local conditions that favored small school buildings located within blocks of one another and provided separate facilities for white and black children. This also was based on the neighborhood school policy where students walked to school, went home for lunch, and returned. There were no cafeterias or buses and few, if any, working mothers. School buildings also reveal the efforts of citizens within a federal enclave to educate the next generation and to define the quality of life in their communities.

Early Years of the Public School System, 1804-1864

The initial legislation providing public schools for the federal city was passed on December 5, 1804.

Impressed with a sense of the inseparable connection between the education of youth and the prevalence of pure morals, with the duty of all communities to place within the reach of the poor as well as the rich the inestimable blessings of knowledge, and with the high necessity of establishing at the seat of the General Government proper seminaries of learning, the Councils do pass as act to establish and endow a permanent institution for the education of youth in the city of Washington. [1]

This legislation provided the legal basis for the development of a public education system that has endured to the present.

On the centennial of the founding of the District of Columbia public school system, President of the Board of Commissioners Henry B. F. MacFarland reported on the highlights of the events that implemented the 1804 legislation. The school's first board of trustees was headed by the President of the United States, Thomas Jefferson. The board met in the Supreme Court room at the Capitol. Although the City Council provided only a meager budget of $1,500, the board's objectives were ambitious. The members aspired to create a primary and secondary school system as well as a university program. [2] *Jefferson's example of involvement in the District's public school system was followed by succeeding Presidents throughout the first half of the 19th century.*

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[1] "Enactments Relative to Schools," Annual Report of the Board of Trustees of Public Schools, 1846, p.28.

[2] Henry B. F. MacFarland in "Celebration of the One Hundredth Anniversary of the Public Schools in the District of Columbia," *Report of the Board of Education*, 1904-05, p. 55.

The initial intent of the public schools' governing body was to provide for the education of children whose parents were unable to pay tuition at private schools. Thus, the public schools were regarded as "charity schools." With the benefit of hindsight, the system was characterized as "defective, in educating only a portion of the youthful population, and at the same time fostering upon it the badge of poverty."[3] In the mid-1840s, a combined free and pay system was instituted for attendance at the public schools. However, because of the ill feelings caused by the knowledge of which pupils were free and which paid tuition, this system was replaced in 1848 by a system that was open freely to all white children in order of application. This system was described as "conducted essentially on the same principles as those in the larger towns of Massachusetts."[4]

Despite the high level of interest in the public schools, the system remained small and housed in makeshift quarters. As late as 1855, the school buildings were described as ill adapted for educational purposes and deficient in space. Many of the schools were located in old market houses, fraternal halls, church basements, and other structures that had been constructed for commercial or residential functions. The environment within which teachers and pupils spent a major portion of their day was thought to cause "weariness, languor, headache, nervous irritability" and to promote the "development of pulmonary and other diseases."[5] The conditions of the school buildings were so inferior that the members of the board were mortified to show their schools to their counterparts from other cities.

The black schools developed in 1807 under the sponsorship of private citizens and religious groups. The schools were quartered in churches and in other buildings that had been built for non-educational purposes. The development of black schools suffered a setback between 1831 and 1835 in response to the Nat Turner uprising and the related "Snow Riots." The now fearful whites withdrew their support of black institutions. Relations between the whites and blacks were so bleak that, in 1835, "most of the colored schoolhouses were burned or demolished, textbooks, apparatus, and furniture destroyed."[6] Later, many of the black schools were revived and reinstated. In 1851, Myrtilla Minor established one of the city's first high schools for black women, located on the square bounded by 19th, 20th, N, and O Streets, N. W.

In 1862, Congress provided for the creation of public schools for black students. Control over the schools was placed under a "board of trustees for colored schools for Washington and Georgetown." Oversight of the board was delegated to the Department of the Interior. Despite Congressional actions, the funds provided for the schools were too limited to permit the establishment of a single school. In the absence of adequate funds form the public sector, the private sector continued to support black schools.

Following emancipation on January 1, 1863, new organizations in the District took up the cause of education of the black population. The National Freedman's Relief Association set up night schools to accommodate those who worked during the day. The association also built schoolhouses for day students. The association was joined by other relief organizations, many of which originated in New England.

The Civil War brought disruption to the public schools. The federal government appropriated several of the buildings for hospital purposes, forcing the school system to seek out alternative spaces. Ironically, the new spaces were regarded as superior to those usurped for wartime use.[7] Even in a time of upheaval, the

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[3] "Historical Sketch of the Public Schools of Washington," *Report of the Trustees of the Public Schools*, 1850, p. 43.

[4] *Ibid.*, p. 44.

[5] *Report of the Trustees of the Public Schools*, 1855, p. 4.

[6] Winfield S. Montgomery, "Historical Sketch of Education of the Colored Race in the District of Columbia, 1807 - 1905," *Report of the Board of Education*, 1904-05, p. 104.

[7] *Annual Report of the Trustees of Public Schools*, 1862, p. 9.

future of the school system appeared brighter than before the war. The city council levied a new tax of five cents on the hundred dollars, "to be set apart for the erection of school buildings."[8] These funds allowed the trustees of the public schools to contemplate for the first time the construction of substantial school buildings.

A Sense of Permanency, 1864-1874

The post-Civil War era was marked by the construction of a distinctive group of major school buildings, unlike anything that had been built previously in Washington. This new physical presence was accompanied by the restructuring of the schools to create a graded system, high schools, and a normal school. The superintendent presided over the system. During this period, the school system inaugurated the "Washington policy of relatively small buildings [for the lower grades] convenient to the school population, but tributary to ...large buildings."[9] The small size of the school building was the result of the modest and widely scattered population of the District of Columbia. When the population became denser, the small elementary school had become entrenched in the sympathies of the local citizenry.

The completion of the Wallach School in 1864 signaled the "dawn of a new era" in the history of the school system. Located at Seventh Street and Pennsylvania Avenue, S. E., the Wallach School was designed by the firm of Cluss and Kammerhueber. Ten oblong classrooms accommodated 600 pupils. A large hall was located on the third floor. The high ceilings, brick decoration, and disguised ductwork and plumbing made the building a novelty in the city. The board of trustees commended the architects for the care in preparing the plans for their vigilant superintendence.[10]

During the dedication ceremony for the Wallach School, Mayor Richard Wallach, the school's namesake, lauded the "symmetrical and beautiful structure" that marked the "commencement of a new era of school-house architecture in our midst."[11] The appearance of the school was considered to have an educational function as well. As Dr. F. S. Walsh of the subboard of trustees for the Third District noted, "it is our duty to educate the taste while imparting other instruction; and when we remember how many of our early tastes and impressions were formed in the school-house and surroundings, we cannot do wrong in having it as attractive as possible."[12]

The success of the Wallach School was followed in 1869 with the completion of the Franklin School at Thirteenth and K Streets, N. W., opposite Franklin Square. Cluss and Kammerhueber designed it in pressed brick and bluestone trim. In 1871, Adolf Cluss designed the red brick Seaton School at Second and I Streets NW for male students. At its dedication, J. Ormond Wilson, superintendent of public schools, remarked that Seaton was evidence of the school system's determination to make its public schools "worthy of the Capital of the Great Republic."[13] Another notable school building of this period was the Jefferson School, also designed by Cluss, at Sixth and D Streets, S. W.

The Congressional provision for black students of 1862 was followed by additional

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[8] *Ibid.*, p. 10.

[9] "Report of the Supervising Principals," *Report of the Board of Education*, 1904-05.

[10] *Annual Report of the Board of Trustees of the Public Schools*, 1865, p.17

[11] "Dedication of the Wallach School Building," *Annual Report of the Board of Trustees of the Public Schools*, 1865, p. 54.

[12] *Ibid.*, p. 55.

[13] J. Ormond Wilson, "Introductory Remarks at the Dedication of the Seaton Public School Building," *Report of the Board of Trustees of the City of Washington*, 1871, p. 98.

legislation that provided for a fairer distribution of funds. The first public schoolhouse for black students was a frame structure built in 1865 at Second and C Street, SE.[14] This modest beginning was followed by the construction of several substantial school buildings for black students. In 1867, the brick John F. Cook School was built at Fourth and O Streets, NW. In the following year, the brick Stevens School was erected at Twenty-first and K Streets, NW. The crowning glory of the black schools of this period was the Sumner School, constructed 1871-72, after designs prepared by Cluss. The Sumner School was fashioned of pressed brick and gray Ohio sandstone in the "spirit of a modernized Norman style."[15] Coincident with the construction of the Sumner School was the completion of the Lincoln School at Second and C Streets SE and the Lovejoy School at Twelfth and D Streets NE.

In the county of Washington, small one-room and two-room frame buildings were constructed along major thoroughfares that cut through the rural landscape. These schools served the many freedmen who were employed on small trucking and dairy farms and who lived close to work. Typically, an acre or half-acre of land was sufficient for each school.

The black high school developed during this period. In 1870, a preparatory high school was created for advanced students in the various grammar schools. At first it was located in a church basement. Later, it was housed in existing schools. The first graduation of a black high school class was held at the Charles Sumner School in 1877.

Toward A Modern School System, 1874-1900

The year 1874 was an important one for the District and for the city's school system. In that year, the territorial form of government was abolished and replaced with a temporary board of commissioners. This board oversaw the phasing out of the old system and the development of a permanent system of municipal government. The Organic Act of June 11, 1878 proved for the city to be governed by three District Commissioners, one of which was the Engineer Commissioner, a member of the Army Corps of Engineers. The Engineer Commissioner was responsible for the construction of public works and public buildings in the District, including school buildings.

Also in 1874, the separate school systems were merged into a single entity, bringing together the four governing boards of the schools of Washington City, Georgetown, Washington County, and the black schools of Washington. The schools operated under a single board composed of both white and black members. However, the black schools continued to function under an independent black superintendent and the white schools under a white superintendent. Three years later, in 1878, Congress passed legislation making permanent the commission form of government. In the process, however, much of the authority of the school trustees was passed to the commissioners.

The pioneering achievements of the previous decade encouraged euphoric expectations for the future on the part of the school system's board of trustees. In its 1875-76 report, the board reported that the District could:

Boast a number of school buildings so convenient in location and so well adapted to their purpose in nearly all conceivable particulars, as to win the admiring commendation of judicious visitors familiar with the most renowned buildings of like nature. Some of the oldest and most refined European nations do not disdain to copy them. Ample acknowledgment of the superiority of these buildings was made during the Centennial year.[16]

[14] Winfield S. Montgomery, *op. cit.*, p. 118.

[15] *Annual Report of the Board of Public Schools*, 1965, p. 17.

[16] Report of the Board of Trustees of Public Schools in the District of Columbia, 1875-76, p. 3.

The board, however, reported that there were not enough of these admirable schools to meet the needs of the growing population.

The building program of the last quarter of the nineteenth century was not as publicized as that of the previous decade, although the District continued to seek out innovative designs for its schools. This search now was conducted under the auspices of the Commissioners of the District of Columbia and, more specifically, the Engineer Commissioner and his deputies. In 1879, the Commissioners advertised for designs for a public school house. The premium was awarded to P. J. Lauritzen, a Washington architect.[17]

By 1878 the position of Inspector of Buildings was created and placed under the supervision of the Engineer Commissioner. The title of the position was derived from the responsibility for developing and enforcing building regulations. The Building Inspector additionally supervised the design and construction of new municipal public buildings as well as repairs to existing ones. The consolidation of local public buildings under a single management entity provided for a consistent design procurement process. Throughout the 1880s and much of the 1890s, the Building Inspector and his staff prepared the designs and specifications for public school buildings in the District of Columbia. During the 1880s, architect John B. Brady designed many of the school buildings under the supervision of Building Inspector Thomas B. Entwistle.

The steps involved in obtaining a school building commenced with the acquisition of a site. This step often was a difficult one because of conflicting demands of residents in the community in which the school was to be located. Once the site was acquired, the Office of the Building Inspector prepared architectural plans and specifications and submitted them to the District Commissioners for approval. During this period, Architect of the Capitol Edward Clark was associated with municipal architecture as both a designer and as an inspector of designs. He frequently signed his name to the drawings, indicating that he either had designed the buildings or that the drawings had passed his inspection. Construction bids were solicited and the lowest bidder received the contract. The Building Inspector's staff supervised the construction of the building. When completed, the District Commissioners approved the name for the school.

Many of the school building designs produced by the Office of the Building Inspector during this period called for red brick and generally were designed in the Romanesque Revival style. In form and detail, they bespoke simplicity, efficiency, and durability. When completed, they blended in with the buildings of the surrounding community. The buildings were elaborated with picturesque elements, such as towers with conical roofs and finials. While some buildings were arranged with asymmetrical massing, most were designed with balanced massing, usually a central pavilion flanked by identical sections. They were embellished with brick pilasters and string courses, molded brick and belt courses, pressed metal cornices, and terra cotta trim. Brick corbelling at the cornice and stone trim around the windows provided other avenues for varying the facade treatment. Successful designs were replicated and were used for both white and black schools. The floor plan followed a fairly predictable pattern of four rooms with adjoining cloakrooms on each floor arranged around a central hallway and play areas in the basement.

The typical two-story, eight-room school buildings dotted the urban landscape of the District, providing for small facilities evenly placed every few blocks and serving a limited population of children. By the 1880s, the eight-room schoolhouse had become so entrenched in school building design that it was defended vigorously on many grounds. Its advantages included the efficiency of heating and ventilating and the economy of size in sections of the city where land was expensive. Its two staircases, one for boys and the other for girls, were located to facilitate escape in the event of fire or panic. Larger 12-room schools required

[17] Minutes, Exclusive of Orders and Letters, of the Commissioners of the District of Columbia, July 1, 1878 to April 1, 1893, p. 151.

heavier walls and more expensive heating apparatus. In 1889 the common red brick school building was described as a result of "years of study" in the field of schoolhouse architecture.

In 1881-82, the first high school building for white students, Washington High School, was constructed after designs Architect of the Capitol Edward Clark prepared. It was a large, three-story red brick building, but it provided limited space for athletics and social organizations. The white high school originated with a separate high school for girls, founded in 1876, and one for boys, founded in the following year. In the new school building, the two schools merged into Washington High School. In 1892-93, when adjunct high schools were created in order to meet the rising demand, Washington High School was renamed Central High School.

Some of the design elements of the typical red brick schoolhouse of the 1880s and 1890s were applied to the new M Street High School for black students designed in 1890 and completed in 1891. The exterior was elaborated with familiar elements, such as stone strips and corbelled brick at the cornice. However, the M Street High School building was designed on a scale that far exceeded the usual small elementary schools and featured Colonial Revival details and terra cotta trim in the gables.

The construction of the M Street High School building represented a significant advance from the makeshift accommodations previously provided black high school students. However, the building's facilities paled by comparison with the Classical Revival style Western High School building (renamed the Ellington School of the Arts in 1974) completed in 1898 for white students in the western section of the city.

By the late 1890s, the familiar red brick school building came to characterize the building type in the city. Its unfashionable simplicity, once lauded for its excellence, was out-of-step with changing aesthetic standards. In 1897, the *Evening Star* voiced the opinion that the "great red brick boxes...are unattractive if not positively ugly" and were "mere boxes of brick without any pretensions to beauty."[18] In response to this criticism, city and school officials sought ways to improve the quality of design.

Following the example of the federal government which opened a select number of federal government building projects to competition, the decision was made to invite private architects to prepare designs for school buildings under the supervision of the Office of the Building Inspector. The Hayes School at Fifth and K Streets, N. E., designed by Washington architect Charles E. Burden and completed in 1897, is one of the earliest buildings to be designed under this new system. Another early school building of this new system for design procurement was the William Benning Webb School, designed in 1899 by Glenn Brown and completed in 1901. While the exterior treatment of the Hayes and Webb schools was significantly different from the exteriors of previous school buildings, it was fashioned onto the common eight-room box form. Thus these early buildings designed by private architects can be regarded as transitional buildings, bridging two eras of schoolhouse design.

Entering the Twentieth Century: 1900-1945

The 20th century public school in the District of Columbia served a broader range of educational purposes than that of the previous century. The audience was more diverse, necessitating a separation of distinct groups of students into junior high schools. Programs were offered in Americanization, industrial education, and business education. Facilities were provided for dental and medical clinics, home gardening, and school banks. The diverse audience and educational programs affected the design of school buildings in the District of Columbia.

In 1900 the U. S. Congress enacted legislation that returned complete authority of

[18] *Evening Star*, July 8, 1897.

the public schools to the Board of Education. The law also abolished a separate and independent superintendent of the black schools and placed both groups of schools under a single superintendent. One of the two assistant superintendents, under the superintendent, was in charge of white schools and the other of black schools. Thus, the autonomy enjoyed by the black school system was abridged.

In 1900 the entire school system was divided into eleven divisions. Divisions 1 through 6 included white schools in the City of Washington. Representing the County of Washington, Divisions 7 and 8 included both black and white schools. Divisions 9 through 11 embraced black schools in the City of Washington.

During the first decade of the 20th century, private architects frequently were hired to provide designs for public school buildings. The well-known firms and practitioners involved in this work included Marsh & Peter, Appleton P. Clark, Jr., Leon Dessez, Robert Stead, Waddy B. Wood, and Glenn Brown. As a group, the school buildings of this period differed from those designed by the Building Inspector because they exhibited a greater variety in styles and building materials.

The school buildings designed during this period reflected national advances in the technology of ventilation, heating, and lighting. No longer containing only classrooms, auditoria, and playrooms, high schools were now "temples of education" that included large gymnasia, swimming pools, lunchrooms, laboratories, and armories. Their design had become a science, involving consideration of the building plan, site, lighting, entrances, cloakrooms, playgrounds, and sanitary facilities. Schools became an important building type discussed in architectural journals. During the first decade of the 20th century, palatial schools, featuring large gymnasia and auditoria, were constructed in New York City, St. Louis, and Chicago.

The "Organic Law of 1906" clarified authority for the District of Columbia Public Schools and addressed certain needs of the school system. The 1906 Act set out the responsibilities of the Board of Education, the District Commissioner, and the U. S. Congress and delegated executive authority to the Superintendent of Schools. Similar authority was delegated to the assistant superintendent of the black schools, under the direction of the superintendent. The act also provided for professional standards and salaries for teachers. An important provision of the 1906 Act was the appointment of a commission to study the buildings of the system. Composed of Superintendent of Schools William E. Chancellor, Supervising Architect of the Treasury James Knox Taylor, and Engineer Commissioner Jay J. Morrow, the Schoolhouse Commission made its report in 1908. The report covered recommendations for abandonment of old schools and the construction of new ones. Based on its inspection of schools in other cities ranging from New York City to Muskegon, Michigan, the Schoolhouse Commission suggested improvements to the interior layout for the new facilities.

In the area of new building design, the Schoolhouse Commission envisioned the consolidation of small facilities into much larger ones, typically four-to-eight room schools scattered around the city replaced by larger 16-to-24 room schools similar to those found in New York City, St. Louis, and Philadelphia. In fact, the commission singled out the new school buildings in St. Lois, designed by school architect William B. Ittner, for praise as among the finest in the nation. However, District of Columbia residents rejected these recommendations because they would require children to travel longer distances to get to school. The reaction also may have been due to a desire to avoid the appearance of teeming masses of students at any single school. In addition, the continued increase in school enrollment precluded attempts to abandon all older buildings.

Aside from the size and distribution of buildings, the Schoolhouse Commission recommended the construction of additional small manual training schools similar to the B. B. French School and for each elementary and high school to be provided with playgrounds, assembly rooms, and gymnasia. In order to

maintain a high quality of school facilities, the commission recommended that a school architect be appointed and that a schoolhouse commission be made permanent.

By 1906 the divisions of the school system had been adjusted to include up to 15 schools arranged geographically. Divisions 1 through 9 were assigned to white schools, while Divisions 10 to 13 were assigned to the black schools. The assignment of white and black schools to separate divisions continued up to the integration of the school system in 1954 when new jurisdictions were established.

In 1909 the U. S. Congress reorganized the Engineer Commissioner's building department. Under the supervision of the Engineer Commissioner, the position of Municipal Architect was created, the major responsibility of which was the preparation of plans for and the supervision of the construction of all municipal buildings. Under the Municipal Architect, six new assistants oversaw repairs and a new system of regular inspection for sanitary conditions and fire safety. The formation of the Municipal Architect's Office mirrored the creation of city architecture offices in other urban areas.

At the inception of the Municipal Architect's Office, its first chief, Snowden Ashford, expressed uncertainty as to whether or not Congress intended that any of the design work for municipal buildings could be contracted to architects in private practice. As it turned out, private architects participated in the municipal design process according to the workload of the Municipal Architect's Office. (When the construction program had been administered by the Building Inspector's Office in the first decade of the century, about half of the work had been contracted out to private architects.) In 1910, with the creation of the Commission of Fine Arts, the District Commissioners asked that the new review body pass on the designs for new public school buildings in the District as well as other municipal buildings.

During the following two decades, the design of public school buildings in the District of Columbia was dominated by the two Municipal Architects: Snowden Ashford who served until 1921 and his successor, Albert L. Harris, who served until his death in 1933. Born in 1866, Ashford had been engaged on major public building projects during the early years of his career. He was employed on federal government structures under Alfred B. Mullett, Supervising Architect of the Treasury Department, and under John L. Smithmeyer, co-architect of the Library of Congress building. In 1895, Ashford became Assistant Inspector of Buildings in the Office of the Building Inspector. In 1901 he succeeded John Brady to become Inspector of Buildings and, in 1909, was appointed Municipal Architect. Ashford's successor, Albert L. Harris, previously had worked for the Washington architectural firm of Hornblower & Marshall. During the 1920s he was allied with Washington architect Arthur B. Heaton on the design of new buildings for George Washington University.

The Municipal Architects were well-known figures in the city's architectural circles and they supervised a design staff. While private architects continued to be involved in the design work associated with public schools, their design preferences were subservient to those of the Municipal Architect. Snowden Ashford preferred the Gothic and Elizabethan styles for public school buildings, while Albert L. Harris preferred the Renaissance and Colonial Revival styles.

During this period, the design of buildings covered the range of Renaissance, Elizabethan, Collegiate Gothic, and Colonial-Revival styles popular in other building types. The Collegiate Gothic style, as exemplified by the 1916 Cardozo High School (formerly Central High School), the Dunbar High School (demolished), and the 1923 Eastern High School, was considered especially appropriate for the larger school building. The style was "scholastic" in character and provided a large amount of window surface and a relatively small proportion devoted to wall surface.[19] School

[19] James O. Betelle, "Architectural Styles as Applied to School Buildings," *American School Board Journal*, Vol. 58, April 1919, p. 28.

buildings were constructed of brick of various hues, sometimes laid in a Flemish bond, with stone, terra cotta, and pebbledash trim. The floor plan for many of the elementary school buildings were similar to that of the late 19th century, made up of four classrooms with adjoining cloakrooms per floor.

By the end of the first decade of the 20th century, the 12-room elementary school had become more common-six rooms on each floor and an auditorium/gymnasium in the basement that also could be used by the community. In subsequent years, the auditorium/gymnasium was moved into the first floor level and appended to the rear of the school. In the District of Columbia, a concern for economy dictated the combined functions of this single room. (In most elementary schools in other cities, separate assembly halls and gymnasia were provided.

The new plan provided for kindergarten classes and for increased flexibility in the allocation of classroom space. The floor plans reflected expanded functions for the public schools. Schools assisted students with developing skills useful in adult life, such as homemaking skills and military training, and thus provided special accommodations for these programs. School building design addressed the education of younger students and the use of school facilities by the general public. The siting of schools allowed for playground space outdoors to support vigorous physical exercise that complemented classroom instruction. By 1911, the Board of Education discussed the possibility of schools with from 16-20 rooms as a "proper size for a city as large as this one."

The formation of the Municipal Architect's Office under Snowden Ashford's leadership was not greeted with unanimous enthusiasm by the Board of Education. In 1910, an effort was made to create the position of "school architect," independent of Ashford's organization. Designs would be procured by the submission of competitive plans from three architects to the Superintendent of Schools. This proposal was never adopted.

During the early 20th century, the black school facilities improved, but remained in highly segregated locations and reflected the location of much of the black population. The proposed site of the new Dunbar High School on the Howard University grounds or on First Street provoked protests form black residents who viewed the Howard site as too far from the center of the black residential areas. As the black and white population shifted throughout the city, black schools were converted into white schools.

World War I drew the attention of the city and building industry away from civilian construction projects at the same time that it caused a large increase in the city's population. The consequent greater number of school-age children and the slowdown of the school construction program resulted in greatly overcrowded facilities. After the war, the school construction program accelerated rapidly, producing a workload of crisis proportions. In order to facilitate the work, several private architectural firms were contracted with in 1921 to design elementary schools. The Municipal Architect's office took on the task of designing new junior high schools. The American Institute of Architects praised Municipal Architect Albert L. Harris for his plans for Washington's public school buildings and for his willingness to parcel out a portion of his work to private architects.

While Municipal Architect Snowden Ashford preferred the Elizabethan and Collegiate Gothic styles for school buildings, Harris favored the Colonial Revival style. The style was popular for school buildings around the country, particularly those on the East Coast with English-colonial traditions. Some architects were partial to the style because they believed that it held an irresistible charm and possessed an eternal rather than a momentary quality. The style was thought to command the attention of laymen on whose support the maintenance of the school depended. It also bespoke a domestic character that made school as comfortable as the home.[20]

Experiments with extensible structures marked private school building design in the

[20] Ernest Sibley, "Why I Prefer the Colonial Style," *School Board Journal*, Vol. 66, January 1923, p. 66.

District in the 1920's. The increasing city population required new school buildings, but not necessarily the largest accommodations immediately. Extensible buildings were designed as a complete composition, but were built in sections as funds became available and the surround school population demanded additional space. The extensible building addressed the problem occasioned by additions appended to earlier school buildings. In previous periods, separate buildings were constructed adjacent to older buildings, such as the Langston-Slater complex, or new additions were designed in an identical style as the original building (Harris, Wheatley, and Petworth). In other instances, compatible but not identical additions were appended to the original building (Brookland).

An example of an extensible building, the Smothers School, initially consisted of one wing. When it was expanded, a central pavilion and equally balanced second wing were added. Another example is the Key School. When first built, Key was only one story high. When an addition to Key was built, a second story was constructed. Some expansible schools were never completed. Powell and Oyster schools consist of one wing and central pavilion; the second wing on the other side of the central pavilion never was built.

The extensible buildings of the 1920's fall into three groups; the Renaissance-style rectangular block (Smothers, Kingsman, Cook), the Colonial Revival style rectangular block (Janney, Barnard), and the U-shaped courtyard (Murch). The plan for the Renaissance and the Colonial Revival styles usually called for a 16-room school with a gymnasium and assembly hall arranged in the shape of a T. The gymnasium/auditorium was located in the stem. A central portion contained the main entrance, library, teachers' room, principal's office, and first aid rooms was flanked by two wings of eight classrooms each. The alternative U-shaped courtyard plan provided for the central portion and gymnasium/auditorium at the bottom and classroom wings on either side. Even though this plan required a larger land area, the advantages of this plan included the provision of an elementary school of no more than two stories.

By the early 1920s, members of Congress involved with the public schools urged that larger school buildings be constructed in order to replace the small schoolhouses scattered around the city. The multi-million dollar Five-Year Building Program was formulated in the mid-1920's to provide funds and a schedule for a multi-building construction program. The purpose of the program was to "provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and education accommodations."

Through the Five-Year Building Program, these new schools replaced part-time and oversized classes, rented structures, portables, and other undesirable facilities that had accumulated since the war. These new school buildings were constructed in areas of the District undergoing development in the 1920's. As part of the program, Municipal Architect Harris abandoned permanently the eight-room, pinwheel type of building. The typical school building contained 16 to 20 classrooms.

The Great Depression interrupted the Five-Year Building Program. Funds to complete projects already underway or to initiate new projects were not readily available. At the same time the New Deal programs of the Roosevelt Administration brought large numbers of workers to the District, greatly increasing the school population and the urgent need for new schools. Construction of Taft Junior High School, designed by Harris in 1929, was delayed until 1932 when split funding was appropriated only to begin the project. The funds necessary to complete the school were not appropriated until the following year. Although the contract for construction of Stoddert Elementary School was awarded and construction begun in 1931, the contractor was forced by financial difficulties to stop work at 58% completion the following year. This work was later completed by the bonding company. In spite of these problems 27 new schools were completed during the 1930's.

Overcrowding continued to be a problem throughout the 1930s. As had happened during World War I, older buildings that had been slated for demolition were kept in service to

meet the escalating need for classrooms. Portable buildings and swing shifts remained an unfortunate aspect of the DCPS experience. The advent of World War II in 1941 found many of the earlier problems unresolved. Eliot Junior High School, completed in 1931, received its first addition in 1935. Portable classrooms placed on the site in that year were still in place when World War II began. Kramer Junior High School was under construction when the war began in 1941. Although urgently needed, occupancy was delayed as possible use of the school to house a government agency was debated. Finally, in 1943, the War Production Board ruled that the new building could be used as a school. Priorities of the war effort were evident in the omission of metal tips for chairs and showers. Kramer was over-crowded and on swing shifts from the very beginning. This situation was not relieved until 1948. Construction of the Davis Elementary School Annex was halted in 1942 due to the war. It was resumed in 1944 and completed in 1946. The first wartime project to be completed, Davis was a modern building with large bright classrooms, air-cooling systems, an indoor playground, and a green-tiled corridor. An eight-room addition, including an auditorium and gymnasium, was added in 1948.

Albert L. Harris died in February of 1933. The Commission of Fine Arts noted in its report to Congress the following year that by working with this very able architect it had had the opportunity to establish consistently high standards for the design of municipal buildings in the District of Columbia, including schoolhouses, fire and police stations, and gasoline service stations.

The so-called Georgian style is flexible in its uses and gives the maximum of light and air. At the same time it is consonant with the architectural style used almost invariably during colonial days and even down to the 1860s in Maryland and Virginia. As a result of this decision the District buildings are simple, commodious, and of good proportion. So satisfactory is this type of architecture that it is being used throughout the country around Washington for schoolhouses, churches, banks, and residences. Appropriateness, dignity, simplicity, and permanence have thus been gained. Differences in use have given sufficient individuality to the structures.[21]

Friction grew between the Commission and Congress over the expense of erecting cupolas on schoolhouses and that of adapting each school design to the unique variety of site requirements presented by differences in grade, street alignment, and other factors. After Congress demanded that the approved cupola design for Wilson High School be eliminated, the Commission commented that, "buildings may be designed without cupolas; but arbitrarily to strike a cupola off approved plans is detrimental to the architectural effect and a constant affront to those citizens who have to live near a mutilated building."[22] When finally constructed in 1935, a clock tower had replaced the cupola of the approved design.

The work of the office of the Municipal Architect was carried on after Harris' death by a group of consultant architects who had been involved in the earlier designs. In 1934 Nathan C. Wyeth (1870-1963), one of this group, succeeded Harris as municipal architect. Wyeth had studied at the École des Beaux Arts in Paris (1890-1899). He began a distinguished career that included both public and private practice in 1899 as a designer in the Washington office of Carrère and Hastings. Here he worked on the designs for the 'old' Senate and House Office Buildings. In 1900 he joined the Office of the Supervising Architect in the Treasury Department and in 1904-05 was chief designer for the Architect of the Capitol where he again worked on the designs of the Senate and House office buildings. In 1905 he entered private practice here, working until 1908 in association with architect William Paul Cresson. His work included many prestigious private homes, the Battleship Maine Monument in Arlington Cemetery, the Tidal Basin Bridge, Key Bridge, the Old Emergency Hospital, and Columbia Hospital. During World War I he entered

[21] Report of the Commission of Fine Arts, July 1, 1929, to December 31, 1934, pp. 79-80.

[22] *Ibid.*, p. 80.

military service, designing hospitals for the Office of the Surgeon General. Health problems resulting from his war service forced him to stop working. After recovering his health he again entered private practice (1924-34), this time with architect Francis P. Sullivan. He served as municipal architect from 1934 until his retirement in 1946.[23]

Wyeth's school buildings included Coolidge (1934-37) and Wilson (1932-35) High Schools, Banneker (1939) and Jefferson (1939-40) Junior High Schools and Lafayette (1931, addition 1938) and Patterson (1945) Elementary Schools. As Municipal Architect, Wyeth designed the Municipal Building, Municipal Court, Police Court, Juvenile Court, Recorder of Deeds Building, the District of Columbia Armory, and a number of firehouses. He continued the close association with the Commission of Fine Arts that Harris had begun. His designs for schools favored the Colonial Revival style. His fine sense of proportion, massing, and siting evidenced his Beaux Arts training, although detail and vocabulary were streamlined in deference to municipal budget constraints, changing times and the influence of Modern aesthetics.

Although the system of school governance established by the Organic Act of 1906 remained in force for sixty years, it received constant criticism. Conflicts between the Congress, the Commissioners, the Board of Education, the Superintendent, and the citizens of the District of Columbia persisted throughout this period. The need for an autonomous school system responsive to the educational goals of the community was balanced against the need for a fiscally responsible, centralized administration of city services. Congressional interference was often politically motivated and was particularly difficult to accept. In the years from 1926 to 1936 support for an elected school board grew. The Federation of Citizens' Association was among those groups lobbying for an elected Board.[24]

The Prettyman bill of 1935 and the Blanton Amendment of 1936 proposed placing control of the Board completely in the hands of the Commissioners. African Americans, under the leadership of board member Charles Houston, strongly opposed this plan. Houston, dean of the Howard University Law School and mentor of the coming generation of civil rights lawyers, argued that the Commissioners would not give African Americans the same consideration to which they were accustomed under the existing system with proportionate representation on the Board of Education.

There is not a single colored citizen in a position of major responsibility under the direct control of the Commissioners of the District of Columbia...Personally I am opposed to segregation because a minority group never has full equality of opportunity under a segregated system. But our Washington school system as now set up represents the nearest approach to equality of opportunity which this Country has seen and serves as a model for segregated systems the country over.[25]

In 1938 Franklin Delano Roosevelt's Advisory Commission on Education issued a report, which criticized Congressional control and recommended that an elected Board be established. In the absence of Home Rule, this recommendation could not be implemented. An adroit politician, Superintendent Frank Ballou capably managed the schools during the stormy period (1922-1943) in which he held office. He was succeeded by his assistant, Robert L. Haycock, who retired in 1946. During World War II all factions united behind the war effort, ending their controversies for the duration.

[23] Commission of Fine Arts, Sixteenth Street Architecture, Vol. 2, 1988, pp. 182–6.

[24] Steven J. Diner, The Governance of Education in the District of Columbia: An Historical Analysis of Current Issues, 1982.

[25] *Ibid*, pp. 23-4.

Section Three

Historic and Architectural Surveys of the District's Operating Schools

The information on schools built from 1862-1930 is taken from Public School Buildings of the District of Columbia 1804-1930 by Antoinette J. Lee, originally published in September 1989 for the Sumner School Museum and Archives of the District of Columbia Public Schools.

The information on schools built from 1930-1945 was collected by architectural historian, Tanya Beauchamp as part of the Multiple Property Documentation Form for DC Public School Buildings 1862-1945 filed with the State Historic Preservation Office.

Alphabetized Listing of Schools Built from 1862-1945

John Quincy Adams ES (1930)
Anacostia SHS (1935)
Samuel C Armstrong Adult Education Center (1902)
George Bancroft ES (1924)
Benjamin Banneker SHS (1939)
Job Barnard ES (1926)
Anne Beers ES (1942)
Alexander Graham Bell Multicultural SHS (1910)
Anthony Bowen ES (1931)
Brightwood ES (1926)
Hugh M Browne JHS (1932)
Bunker Hill ES (1940)
John Burroughs ES (1921)
Francis L Cardozo SHS (1916)
George Washington Carver ES (1909)
Children's Studio PCS (1890)
Grover Cleveland ES (1911)
Community Academy PCS (1939)
John F Cook ES (1925)
Henry D Cooke ES (1909)
Calvin Coolidge SHS (1940)
Adelaide Davis ES (1943)
Alice Deal JHS (1931)
Eastern SHS (1923)
John Eaton ES (1910)
Edison Friendship PCS (1939)
Charles William Eliot JHS (1931)
Ellington School for the Arts (1898)
John R Francis JHS (1928)
Benjamin Franklin School (1869)
James A Garfield ES (1909)
Garnet-Patterson JHS (1929)
Rose Lees Hardy MS & Filmore Arts Center (1933)
Phoebe Apperson Hearst ES (1932)
Anthony T Hyde ES (1907)
Hyde Leadership PCS (1923)
Bernard T Jannev ES (1925)
Thomas Jefferson JHS (1940)
Kenilworth ES (1933)
John H Ketcham ES (1908)
Francis Scott Key ES (1928)
Ephram Gardner Kimball ES (1942)
Stephen Elliot Kramer JHS (1943)
Marquis de Lafayette ES (1931)
Langdon ES (1930)
Logan Assessment Center (1935)
Harry B MacFarland JHS (1923)
Horace Mann ES (1931)
John Walker Maury ES (1886)
Miner ES (1900 – Survey to be completed)
Luke C Moore Academy (1891)
Ben W Murch ES (1929)
Noyes ES (1931 – Survey to be completed)
Park View ES (1916)
Walter B Patterson ES (1945)
Paul JHS PCS (1930)
Payne ES (1896 – Survey to be completed)
George Peabody ES (1880)
Seth Ledyard Phelps Career SHS (1934)
William B Powell ES (1929)
Randle Highlands ES (1912)
Charles W Raymond ES (1924)
Theodore Roosevelt SHS (1932)
John W Ross ES (1888)
Rudolph ES (1940 – Survey to be completed)
School Without Walls SHS (1882)
Alexander R Shepherd ES (1932)
John Fox Slater School (1891)
Henry Smothers ES (1923)
Thaddeus Stevens ES (1868)
Benjamin Stoddert ES (1932)
Stuart-Hobson MS (1927)
Charles Sumner School (1872)
William Howard Taft JHS (1933)
Strong John Thomson ES (1910)
George Truesdell ES (1908)
Margaret Murray Washington Career SHS (1912)
Daniel Webster ES (1882)
Samuel G Wheatley ES (1903)
John Greenleaf Whittier ES (1926)
Woodrow Wilson SHS (1935)
Charles Young ES (1931)

ES – Elementary School
JHS – Junior High School
MS – Middle School
PCS – Public Charter School
SHS – Senior High School

John Quincy Adams Elementary School

Address:	2020 19th St NW
School Size:	59,400 square feet
Site Size:	65,654 square feet
Architect:	Albert H. Harris
Architectural style:	Colonial revival
Materials:	Red brick, limestone trim
Date of design:	1928
Date of construction:	1930
Alterations & Additions:	1972
Master Plan Recommendation:	Modernize
Located in a Historic District:	Yes
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Designed in 1929, and built in 1930, the Adams school became one of two schools to give the area in which it is situated its name: Adams Morgan. When dedicated in 1930, it was a school in a line of those designed to "exemplify the best in school house planning and construction." Replacing Force, Old Adams, and Morgan Schools, it soon became likened to a service station, catering to the needs of Washington's children. In 1947, the John Quincy Adams School taught more foreign-born children than any other District school, primarily because of the attendance of envoys' children. In 1949, the Americanization School transferred from Webster to Adams. In 1969, Adams became the first community controlled school in the city. Because of disciplinary problems concerning teachers, the special projects division of public schools allowed 'maximum feasible autonomy' to the community, including such privileges as selecting faculty, policies, and curriculum.

Historical Details:

Built As:	Elementary school
School Named For:	John Quincy Adams

Architectural Summary:

This colonial revival 3-story building consists of red brick with limestone trim. The main building is located on a terrace raised above the street level by 22 steps up the center, and two sets of thirteen steps coming up from the sides. There is a carved stoneshell over a niche built into the center of the brick retaining wall where the stairs diverge outward. Elaborate Ionic columns mark the main entrance. The cornice atop the columns extends the width of the building, creating a belt coursing above the second floor windows, which are separated by slightly extruded brick pilasters. In the rear of the building is a gym wing with blind arches and limestone base overlooking an asphalt playground.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	40'
Plan Shape:	T
Interior Floor Plan:	Auditorium in rear (west)
Basement:	Yes
Landscape/Streetscape:	Asphalt parking lot on south; playground enclosed by chain link fence on east; surrounded by residential area
Façade Composition:	The main facade is red brick with an elaborate entablature marking the main entrance. Brick pilasters extend two floors, ending in a limestone cornice beneath the third floor windows. Double 3 over 6 over 6 and 4 over 8 over 8 windows decorate the facades.
Main exterior materials:	Red brick
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	3 over 6 over 6 and 4 over 8 over 8 single hung with new aluminum frame
Doors:	3 sets of double, bevelled wood doors with 5 over 5 pane windows on top and set in an arched wooden frame with fanlight mark the entrance. 2 metal doors with wood reveals allow entry into the gym.
Projections:	Parapet wall, auditorium projecting west
Roof:	Pitched roof; flat over gym
Stairs:	22 steps leading up the center to the terrace; 13 stairs on each side leading to the terrace; 5 granite steps from the terrace to the main doors; 4 brick steps from the terrace to the sittting area on the west side.
Related Outbuildings:	Classroom building off the northwest corner of the main building
Original value of site:	$142,500.00
Original cost of building:	$475,046.00
Total original cost:	$617,546.00

Sources:

- *D.C. Board of Education Meeting Minutes*, January 15, 1940; May 16, 1928.
- Sumner School Vertical Files
- *Washington Afro-American*, November 18, 1969.
- *Washington Daily News*. "For John Quincy Adams"
- Washingtoniana Collection
- *Washington Post*. "Envoys' Children Help Make Adams School a Melting Pot," September 19, 1947.
- *Washington Post*. "Community Run School Faces Teacher Shortages," September 4, 1969.
- *Washington Star*. "School Dedication Attended by 800," May 28, 1930.

Anacostia Senior High School

Address:	1601 16th St SE
School Size:	247,000 square feet
Site Size:	410,518 square feet
Architect:	Office of the Municipal Architect
Architectural style:	Colonial Revival
Materials:	Brick and limestone
Builder:	Charles H. Tomkins Co, Inc.
Date of construction:	1935
Alterations & Additions:	1957: new gym, 11 classrooms, and facilities added to south side; 1974: annex to north side
Master Plan Recommendation:	Replace
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Though the construction contract was granted in September of 1934, Anacostia was not dedicated until November 10, 1937. Praised for its beauty and service, this twenty six-room building became the first "combo" school in DC, when its name was changed in 1935 to Anacostia Junior-Senior High school. When built, there were an increasing number of students in District because of New Deal programs, so the delay caused by marshy land proved to be a point of aggravation. After the completion of Kramer Junior High School in 1943, Anacostia was used only as a senior high school. In 1957, the school's first addition increased its capacity from 1157 to 1573 pupils. The Marando Construction Company Eleven constructed additional classrooms, a gymnasium, and labs. A few years later in 1955, an Annex was agreed upon in order to house Sousa grads. Though started as a white school, integration found its way through the school's doors, graduating its first black students in June of 1956. In 1974, the 28' high annex was added to the north side of the building.

Historical Details:

Built As:	Junior-senior high school
School Named For:	Residents of the area south of the eastern branch of the Potomac

Architectural Summary:

Anacostia High School is primarily a three-story brick and limestone structure with two story wings. The main façade consists of a double portico with a limestone top and base. The cornice runs into a belt coursing, and brick pilasters separate the columns of double nine over nine windows. There are three main doors that are metal with wood reveals. The middle door is capped by a pediment and sits atop six steps. Limestone pilasters add to the verticality of the wings. They are topped with a limestone cornice and brick parapet walls. Unlike the windows on the midsection, the wing windows are twelve over twelve and topped with a limestone keystone.

Architectural Details:

Exterior Condition:	Fair (efflourescence)
Height (stories/feet):	40'
Plan Shape:	I
Interior Floor Plan:	Auditorium in center of main building, backed by shops, a boiler room, and kitchen; gym, classrooms, and green house in the south wing; classrooms in north wing
Basement:	Yes
Mechanical Systems:	Boiler room
Landscape/Streetscape:	Asphalt playground and parking lot on the south side; front lawn with shrubbery along the walkway on the east side
Façade Composition:	The main façade consists of a limestone portico with Doric columns, emphasizing the main entrance. Limestone trims the top and bottom, and forms a belt course above the second floor. Brick pilasters span the front, separating the windows.
Main exterior materials:	Brick and limestone
Main exterior materials:	Brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	9 over 9 pivoted on the first two floors of the central building; 12 over 12 on the third; over 8 and 12 over 12 on the front facade of the wings; and 9 over 9 on the wings' side facades
Doors:	3 main metal doors, the middle of which is topped by a pediment
Projections:	Additions on north and south sides; protruding green house off the south side of the 1957 addition
Roof:	Flat
Stairs:	6 leading to the main entrance
Related Outbuildings:	Previously a demountable building protruded off the north face
Original value of site:	$37,215.00
Original cost of building:	$388,010.00
Total original cost:	$425,225.00

Sources:

- *D.C. Board of Education Meeting Minutes*, September 19, 1934; November 6, 1935.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Afro-American*. "Anacostia Presents Interracial Class," June 16, 1956.
- *Washington Star*. "Building Delays Anacostia Junior High School Schedule," May 30, 1935.
- *Washington Star*. "Latest Anacostia School Dedicated," November 10, 1937.
- *Washington Star*. "Corning Agrees to Annex at Anacostia High," May 27, 1955.
- *Washington Star*. "School in Anacostia to Get 11 Classrooms," July 16, 1957.

Samuel C. Armstrong Adult Education Center

Address:	1st and O Sts NW
School Size:	109,900 square feet
Site Size:	96,002 square feet
Architect:	Waddy B. Wood
Architectural Style:	Renaissance
Materials:	Cream-colored brick and limestone
Date of Construction:	1902
Alterations & Additions:	1927: large annex to rear of the building
Master Plan Recommendation:	No recommendation – closed facility

Historical Summary:

The school was designed in accordance with the philosophies of educator Booker T. Washington who spoke at its dedication. Washington's philosophies were at odds with the academic training that the nearby M Street High School (and later Dunbar High School) offered. The Armstrong School forms part of the cluster of traditionally black schools located along First Street, N.W. The Samuel C. Armstrong building originated in an 1899 act of Congress which appropriated $180,000 for the building. Soon after funds were available, a circular letter was sent to a large number of Washington architectural firms inviting them to submit designs. Of the fourteen drawings submitted, the one provided by Waddy B. Wood was selected. The close tie of the building's functions to Booker T. Washington's philosophies was underscored by his participation in the building's dedication in October 1902 as the keynote speaker. He defended his advocacy of manual training for blacks: "At first there were many of my race who viewed work with the hand with suspicion, and expressed objection thereto because they feared that it was a kind of education that was to be applied for the benefit of black youth alone; but at the present moment so universal and popular has the idea become that all races, in all parts of the world, are asking for it with a degree of earnestness that has never been equaled in the educational history of the world." The school was named in honor of Samuel C. Armstrong who commanded a black regiment during the Civil War, worked at the Freedman's Bureau, and served as a founder and president of Hampton Institute.

Historical Details:

Built As:	Manual training school for black students
Other Historic Uses:	Vocational school and high school
School Named For:	Samuel C. Armstrong
Other Historic Names:	Armstrong Manual Training School; Armstrong Vocational School; Veterans High School

Architectural Summary:

The symmetrical composition included a central projecting pavilion, two recessed end sections, and two entrances placed equidistant from the center of the building. The building provides a sense of monumentality in the elaborate pediment over the two main doors and a detailed cornice. The large annex to the rear of the building, constructed 1924-27, allowed the school, then known as the Armstrong Vocational High School, to expand course offerings to include academic and technical subjects. Between 1946 and 1964, the building served as Veterans High School. It became an adult education center in 1964.

George Bancroft Elementary School

Address: 18th & Newton Sts NW
School Size: 79,800 square feet
Site Size: 154,546 square feet

Architect: Albert L. Harris
Architectural style: Spanish Colonial Style
Date of Construction: 1924
Alterations & Additions: Additions to the east and north in 1930s; 1963: classroom wing added along the east side

Master Plan Recommendation: Modernize

Historical Summary:

The first installment of this school for white students was an eight-room section closest to the corner of 18th & Newton Streets. It was constructed in 1924 to relieve overcrowding in the group of schools on Hiatt Place, N.W. caused by the rapid development of Mount Pleasant. It was named in honor of the American historian who wrote the 12-volume History of the United States from the Discovery of America to the Inauguration of Washington. He also served as minister to Great Britain.

Historical Details:

Built As: Elementary school
School Named For: George Bancroft

Architectural Summary:

The George Bancroft School is an amalgam of building sections in an overall Spanish Colonial style; it is the only public school in the District designed in the Spanish style. The various sections of the composition are tied together visually by an orange tile roof. Its two bell towers and extended entrance makes for a picturesque silhouette in the Mount Pleasant Historic District.

Benjamin Banneker Senior High School

Address:	800 Euclid St NW
School Size:	180,000 square feet
Site Size:	585,000 square feet
Architect:	Nathan C. Wyeth
Architectural style:	Colonial Revival/ Neo-Classical
Materials:	Red brick, limestone trim
Date of design:	1939
Date of construction:	1939
Alterations & Additions:	1950 - 15 rooms
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Banneker Junior High School was constructed in 1939 after designs were prepared under the leadership of Nathan C. Wyeth. It shares the site with the Banneker Recreation Center, across from Howard University, with whom an eventual partnership was made. In 1950 and addition of 15 rooms was made to the brick and limestone building. Built as a black school, this classical structure was closed from 1952-1955 after the famous Brown v. Board of Education decision, when its students were transferred to other schools. In 1955 the school desegregated. By 1960 the 36-classroom building housed 851 students. Since 1981 the building has been used to provide rigorous curriculum for 400 of the District of Columbia's top senior high school students.

Historical Details:

Built As:	High school
School Named For:	Benjamin Banneker

Architectural Summary:

Built in the Colonial Revival / Neo-Classical style favored by Nathan C. Wyeth, this brick and limestone building is a massive structure organized around a central auditorium. The main entrance is marked by a limestone double portico rising above a thirteen step high porch. Metal doors sit beneath three fifteen over fifteen wood framed windows and belt coursing wraps around the school above the second floor. Double nine over nine windows pierce the first two floors, with fifteen over fifteen windows on the third floor. On the east side, a limestone basement facade drops off to a brick basement facade with grilled covered windows, above which is a protruding greenhouse. A portico with iron rail balcony introduces an entrance with wood reveal on the west and east facades. On the south side, the central portion is sunken below the ends and is decorated with arched windows in recessed brick arches.

Architectural Details:

Exterior Condition:	Fair
Height (stories/feet):	60'
Plan Shape:	Organized around a central auditorium
Interior Floor Plan:	Central auditorium on first floor with cafeteria below; gym on south side
Basement:	Yes
Mechanical Systems:	Fan rooms
Landscape/Streetscape:	Playground, pool, soccer field, bleachers, tennis courts on the south; field on east; surrounded by chain link fence; residential on south and west, Howard University on north
Façade Composition:	The front facade consists of brick with a limestone base, belt coursing above the second floor, and cornice line. The central section of the facade is slightly extruded and consists of a double portico with Doric columns marking the main entrance.
Main exterior materials:	Red brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	Double 9/9 double pivoted wooden framed with stone sill; 15/15 above entrance
Doors:	3 double metal doors on Euclid Street; all other doors also metal
Projections:	Greenhouse projecting from Georgia Avenue facade
Roof:	Flat
Stairs:	13 stairs leading to front door (6 concrete, 7 granite); 20 concrete steps along Georgia Ave. side from field, with an additional 6 to the door; 8 leading up from the south side
Original value of site:	Not available
Original cost of building:	$684, 856.10

Sources:

- *Afro-American*. "Funding for Preparatory School Still in Limbo," January 31, 1981.
- *Washington Post*. "Calvin Coolidge High School to be Dedicated Tonight," March, 4 1941.
- *D.C. Board of Education Meeting Minutes*, November 20, 1929.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*, "Amid Great Expectations, a Graduation," June 14, 1997.

Job Barnard Elementary School

Address: 430 Decatur St NW
School Size: 67,000 square feet
Site Size: 149,846 square feet

Architect: Louis Justement
Architectural style: Colonial Revival/ Renaissance
Date of Construction: 1926-1928

Master Plan Recommendation: Modernize

Historical Summary:

The Job Barnard School is one of the many "extensible schools" constructed in sections of the District that were undergoing development in the 1920s. The first section of Barnard, a school for white students, was located on the 4th Street side of the lot in 1926. During the next two years, the central pavilion, the 5th Street side of the building, and the auditorium/gymnasium block were completed. The school's namesake, Job Barnard, was a Washington lawyer and associate justice of the Superior Court of the District of Columbia.

Historical Details:

Built As: Elementary school
School Named For: Job Barnard

Architectural Summary:

The school's architect, Louis Justement, provided a Colonial Revival/Renaissance style for the building. The long facade along Decatur Street is articulated by projecting end sections, a limestone trimmed entrance pavilion, and a series of blind arches in the hyphens. With the careful use of limestone trim, limestone medallions, variations in the size of windows, cupola at the roof, and brass balconies, the long elevation is accorded variety and interest.

Anne Beers Elementary School

Address: 3600 Alabama Ave SE
School Size: 77,500 square feet
Site Size: 60,654 square feet

Architectural style: Georgian
Materials: Brick and limestone
Date of construction: 1942
Alterations & Additions: Most of the school is a series of addition off the north and west sides of the original structure. 1949: auditorium; 1968: Northwest classrooms

Master Plan Recommendation: Replace

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

The Anne Beers Elementary School was erected in 1942 and occupied in September of that year. The first addition came in 1949, with the $433,220 construction of eight classrooms, an auditorium, and a large playroom. This addition was occupied in January of 1950. Just as Anne Beers was a leader among public school teachers, the school named in her memory became a leader among elementary public schools. In the late 1950's and early 60's, the school helped to pioneer the double-up science and math courses for elementary students in the 3rd grade. By 1965, preliminary designs were started for another addition to the school. The drawings were approved in January of 1967. In the early 1980's, the school again took charge in the community and became known as the Anne Beers Community School during the summer. Parents and teachers worked together during the vacation months to plan educational fieldtrips and reading sessions for the children. In the Fall of 1993, the school had a 106% occupancy.

Historical Details:

Built As: Elementary school
School Named For: Anne Beers

Architectural Summary:

The Beers School is a brick and limestone structure with a modest front facade. It consists of a portal flanked by limestone pilasters and topped by a circular window. On either side of the door is decorative brickwork consisting of five rows of "punched" brick. Eight concrete and ten limestone steps lead to the metal door, resting on a base of limestone. Brick quoins, along with the limestone cornice and base, trim the building. The sides of the building, extending three bays in depth, consist of 12 over 12 double pivot windows with stone sills. A show window faces a small court built between the old building and the addition, which overtakes the building on two sides, extending back into a playground and parking lot.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	30'
Plan Shape:	Rectangle; L with addition
Basement:	Yes
Landscape/Streetscape:	A fenced-in playground and parking lot lines the north side of the building; the building lies within a primarily residential area
Façade Composition:	The main facade consists of red brick, a circular window, and entrance portal with fanlight. No other windows decorate the face of the building. Limestone lines the top and bottom of the building, with a parapet wall extending above the cornice line. The school's name is engraved in the frieze of the pilastered portal.
Main exterior materials:	Brick
Exterior trim materials:	Brick and limestone
Windows:	12 over 12 stone sill pivot; show window on the north side
Doors:	The main door is metal with a fanlight, framed by 2 pilasters and a cornice
Projections:	Classrooms to the northwest; auditorium to the northeast
Roof:	Flat
Stairs:	Eight concrete and ten limestone steps lead to the front door

Sources:

- *D.C. Board of Education Meeting Minutes*, 1948, 1965, 1967.
- *Evening Star*. "Beers Addition Almost Ready," November 15, 1949.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "One School that's Got the Spark that Wins Kids' Minds," August 4, 1982.
- *Washington Star*. "Two Coursed in One for Third Graders," September 4, 1960.
- *Washington Star*. "Beers School Addition Dedicated," May 23, 1950.

Alexander Graham Bell Multicultural High School

Address: 3145 Hiatt Place NW
School Size: 98,000 square feet
Site Size: 59,600 square feet

Architect: Leon E. Dessez, Architect with Municipal Architect Snowden Ashford
Materials: Red brick
Date of Construction: 1910
Alterations & Additions: 1916: assembly hall, central section, & north wing; 1931: rear wing & third floor; 1951: rear wing

Master Plan Recommendation: Replace

Historical Summary:

The Bell School began its life in 1910 as Powell Elementary School to serve white students. The first portion was a two-story, eight-room section, at the southern end of the current complex. At the time of the completion of this section, the structure was praised as a "thoroughly modern building" with up-to-date lighting, heating, and ventilating. The school was renamed Bell Vocational High School in 1948 in honor of the inventor of the telephone and advocate of education for the deaf. In the mid-1980s, the interior of the school was remodeled.

Historical Details:

Built As: Elementary school
Other Historic Uses: Vocational high school
School Named For: Alexander Graham Bell
Other Historic Names: Powell Elementary School, Bell Vocational High School

Architectural Summary:

The dark red brick facades are enlivened with window surrounds of a lighter color. In the original section, the windows are surrounded by limestone trim and panels, while in the later sections, the surrounds are of yellow brick. The entrances of the original section are located at the side elevations, each marked with gothic arch openings and limestone trim. The gothic arch is repeated in the entrance to the projecting bay of the central pavilion.

Architectural Details:

Height (stories/feet): 3 stories
Main Exterior Materials: Dark red brick
Exterior Trim Materials: Limestone, yellow brick

Anthony Bowen Elementary School

Address: 101 M St SW
School Size: 71,900 square feet
Site Size: 93,007 square feet

Architectural style: Colonial Revival
Materials: Red brick, wood interior
Builder: Hofferberth Construction
Date of construction: 1930
Alterations & Additions: 1972 kitchen; 1973 gym

Master Plan Recommendation: Replace

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

On May 1, 1929, it was decided to rebuild and expand the old Bell-Cardozo School, renaming it the Anthony Bowen School. An appropriation of $11,000.00 was transferred from Francis Junior High School, and a contract was signed with Hofferberth Construction Company. The newly remodeled eight-room building with gymnasium and assembly hall was completed in 1930. The following year, the Loudoun-Rust Company of the District of Columbia received a contract for $104,495 to build a twelve-room addition to Bowen.

Historical Details:

Built As: Elementary school
Other Historic Uses: School for disabled children
School Named For: Anthony Bowen
Other Historic Names: Anthony Bowen School

Architectural Summary:

The Anthony Bowen School is a three-story brick building with limestone trim and base. The middle bay of the front facade, trimmed with brick quoins, extrudes slightly from the rest of the building. The main portal protrudes off its face, emphasizing the metal door entrance with a deep wood reveal. Above the portal is a Palladian window with limestone spring lines and brick arch. The windows above it are 10 over 10 and have a limestone sill and keystone. Slightly depressed relieves decorate the parapet wall. The remainder of the front facade consists of three columns of windows. The top row is made up of double six over six windows; the middle has double six over six over six; and the bottom row has ten over ten over ten windows. The building extends two bays deep, and has auxiliary entrances on its sides, defined above with fanlight and additional windows - the only windows on the side facades. The building has been added to on the north side.

Architectural Details:

Exterior Condition:	Fair, mural painted on side facade
Height (stories/feet):	39'
Plan Shape:	T (before additions to northeast and east)
Interior Floor Plan:	Classrooms and offices in main building facing M St; kitchen off northwest corner; gym off northeast
Landscape/Streetscape:	Basketball courts, playground, and park in rear
Façade Composition:	Brick facade with slightly extruded middle bay. This bay is trimmed with brick quoins and consists of a slightly protruding portal, topped by a Palladian window. Double and single windows pierce the span of the building.
Main exterior materials:	Brick and limestone
Exterior trim materials:	Brick and limestone
Windows:	Double 6 over six stone sill pivot windows on top row, 6 over 6 over 6 in middle row; 10 over 10 over 10 in bottom row
Doors:	Metal double door
Projections:	Middle bay and prtal extrude slightly; agym and kitchen protrude off the north side
Roof:	Flat
Stairs:	3 steps leading to front door

Sources:

- *D.C. Board of Education Meeting Minutes*, 1928, 1929, 1931, 1932
- Sumner School Vertical Files
- Washingtoniana Collection

Brightwood Elementary School

Address: 1300 Nicholson St NW
School Size: 40,000 square feet
Site Size: 146,787 square feet

Architect: Waddy B. Wood
Date of Construction: 1926

Master Plan Recommendation: Modernize

Historical Summary:

Well-known Washington architect Waddy B. Wood designed the Brightwood School for white students in the neighborhood bearing the same name. Brightwood was an area that developed rapidly in the early decades of the 20th century. The school was one of several extensible elementary schools authorized in the Five-Year School Building Program. At its dedication, the Brightwood School was hailed as representing "the last word in elementary school construction".

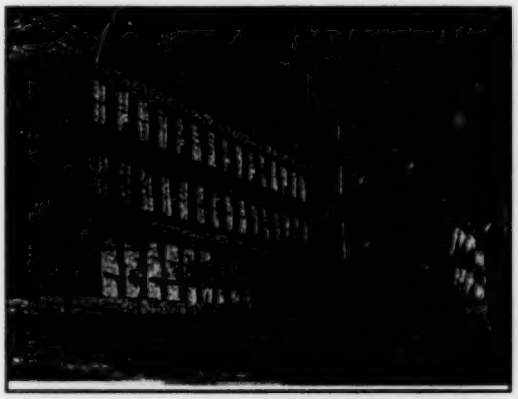
Historical Details:

Built As: Elementary school
School Named For: Surrounding neighborhood

Architectural Summary:

Three equally spaced white stucco panels rising two stories from the limestone stringcourse articulate the long facade of the Brightwood School building facing Nicholson Street. The stucco panel in the central pavilion is fronted by two massive Ionic columns that support the pediment with the name of the school. Separating the columns at their base are three delicate wrought iron screens fashioned in a Greek design. The long sections on either side are punctuated mid-way by a stucco panel that incorporates two narrow windows. A pressed metal cornice and a cupola at the center of the roof crowns the entire composition.

Hugh M. Browne Junior High School



Address:	850 26th St NE
School Size:	215,400 square feet
Site Size:	1,850,429 square feet
Architect:	S.B. Walsh
Architectural style:	Colonial Revival
Materials:	Brick and limestone
Builder:	Arthur L. Smith & Co.
Date of design:	1930-1931
Date of construction:	1932
Alterations & Additions:	1936, 1953, 1958 (south), 1969 (north)
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Erected on the same site as the Phelps, Spingarn, and Young Schools, Browne Junior High School was built in 1932. The site was first purchased in July of 1929, after receiving a subsidy by the board of Education for $200,000. In May of 1930, $300,000 was appropriated to complete the building for which sketches were started and completed in September of that year. By February of 1931, the working drawings were completed, and the building was priced at $418,873. Browne was completed in February 1932 by Arthur L. Smith and Company, and occupied three months later. In 1935, the Highway Engineering and Construction Company was let the contract for a $166,000 addition. By 1947, the enrollment was double the capacity of the school, resulting in part time school for students. In 1957, a three-story addition was made, adding four hundred seats in such facilities as electrical shops, printing, woodworking, home-economics, mechanical drawing, art, and music. As of 1960, the building consisted of 46 classrooms, and had a capacity of 1080 pupils.

Historical Details:

Built As:	Junior high school
School Named For:	Hugh M. Browne

Architectural Summary:

Browne is a brick and limestone faced building whose symmetrical facade consists of brick pilasters between the columns of double nine over nine double-pivoted windows. Each pilaster begins and ends in a limestone strip, wither at the cornice line or belt coursing above the first floor. The main entrance consists of three metal doors set back in an arched doorway at the top of thirty-one steps (25 concrete, 6 granite). Decorative brick animates the facade, balancing the verticality of the pilasters with horizontal bands in the lower level. On the north side is a brick and limestone flat-roofed addition that attempts to relate to the main building through a limestone cornice and belt coursing and brick pilasters. Two rows of fifteen windows span the south side of the building. On the west, the flat roof addition abuts the back, connecting to the original side wing.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	45'
Plan Shape:	I
Basement:	Yes
Landscape/Streetscape:	Mechanical equipment on west; parking on south, grassy hill on east
Façade Composition:	The front facade consistes of brick with limestone coursing and cornice. Three arched doorways are centered, surrounded by decorative brick and a limestone keystone. Slightly extruded brick pilasters separate the columns of double 9 over 9 windows.
Main exterior materials:	Brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	Double 9 over 9 double pivot
Doors:	3 main double metal doors
Projections:	Addition on north and west sides
Roof:	Hipped on original; flat on addition
Stairs:	25 concrete, 6 granite leading to main entrance; 7 leading to west side entrance
Related Outbuildings:	Young and Phelps Schools
Original value of site:	$169,258.80
Original cost of building:	$449,361.92
Total original cost:	$618,620.72

Sources:

- *D.C. Board of Education Meeting Minutes*, March 4, 1932; July 25, 1935
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Star*. "School Flooding to Delay Opening Month, Say Heads," March 15, 1932.
- *Washington Star*. "$166,000 Contract let for School Addition," July 12, 1935.
- *Washington Star*. "School Boycott Due to Continue Into Next Week," December 6, 1947.

Bunker Hill Elementary School

Address:	1401 Michigan Ave NE
School Size:	69,400 square feet
Site Size:	191,147 square feet
Architectural style:	Colonial Revival
Materials:	Red brick
Date of construction:	1940
Alterations & Additions:	1958 addition of auditorium with brick pilasters
Master Plan Recommendation:	Replace
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

The original Bunker Hill School was built in 1883 for $2,697.20. Its first addition was constructed in 1911 for $24,577.82. By 1937 the old one story red brick overcrowded two-room Bunker School was not meeting the citizens' needs for an educational facility. The need for a new structure, facing Taylor and not Bunker Hill Rd., was cited. The people wanted a two story, eight room building to be placed on the same acreage, but not the same site as the old Bunker Hill school. In 1939, the old building was abandoned, and in 1941, was razed. Construction for the new began for $209,000 after a sixteen-year campaign. The new building was dedicated on January 20, 1940.

Historical Details:

Built As:	Elementary school
School Named For:	Fort Bunker Hill

Architectural Summary:

The building consists of a main central building with 2 wings. Each wing, built of brick, has its own wooden door entrance underneath an arched opening with brick pediment, with a circular window in the center of the facade. 33 steps lead up to the side entrances. The main entrance consists of three doors with fanlights, topped by pivoted 12 over 12 paned windows and a wooden corbelled cornice. Over the central bay, a parapet wall tops the building. Out front, show windows overlook the central courtyard, and are flanked by 9 over 9 pivoted windows. In the rear is an asphalt playground with parking lot. On the north side is an addition of brick and concrete masonry, housing additional classrooms.

Architectural Details:

Exterior Condition:	Good
Plan Shape:	U
Basement:	Yes
Mechanical Systems:	Not oil
Landscape/Streetscape:	Asphalt parking lot and basketball courts in rear surrounding fenced in playground set on rubber matting; flagpole in central front court
Façade Composition:	The main facade consists of 3 main doors with fanlights on a wooden corniced Flemish bond brick face overlooking a small couirtyard which falls in between its two extending wings.
Main exterior materials:	Brick
Exterior trim materials:	Wood cornice, slightly extruded brick base
Foundation materials:	Concrete
Windows:	12 over12 pivoted
Doors:	3 double wooden doors
Roof:	Hipped roof with gabled front on wings, flat on central portion
Stairs:	37 leading up the hill to the doorway
Original value of site:	$25,800.00
Original cost of building:	$670,729.00
Total original cost:	$696,529.00

Sources:

- *D.C. Board of Education Meeting Minutes*, 1931, 1940, 1951, 1953, 1963, 1965
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Star*. "New School Need Cited By Citizens," October 10, 1937.
- *Washington Star*. "Bunker Hill School Construction Ends Long Campaign," December 25, 1938.
- *Washington Star*. "New Bunker Hill School Dedicated By Dr. Haycock," January 20, 1940.

John Burroughs Elementary School

Address: 18th & Monroe Sts NE
School Size: 63,900 square feet
Site Size: 237,253 square feet

Architect: John Rush Marshall
Architectural style: Elizabethan
Date of Construction: 1922

Master Plan Recommendation: Modernize

Historical Summary:

Located on the eastern section of the Brookland neighborhood, the John Burroughs Elementary School building is significant for its unusual floor plan. The plan was based on one-story West Coast schools where windows between the classrooms and the corridors provided for increased ventilation. As an experiment, it resulted in a school building unique in the District, but its cost prevented it from being replicated elsewhere in the city. It initially was planned in 1917, but due to the demands of World War I, the first section of eight rooms was not completed until 1922. At its dedication, Superintendent Frank W. Ballou pronounced it the most costly eight-room primary school in the District. Built for white students, the school was named in honor of John Burroughs, an official of the U.S. Treasury Department and an essayist and critic.

Historical Details:

Built As: Elementary school
School Named For: John Burroughs

Architectural Summary:

End projecting wings and hyphens flank a central projecting entrance pavilion. The building is trimmed with limestone around the windows, crow steps at the gables, and a limestone finial at the pent of the roof. The main entrance is approached through a projecting bay adorned with buttresses and a castellated cornice. The interior is distinctive for its swing windows along the inside wall of each classroom, providing for ventilation between the corridor and the classroom.

Architectural Details:

Height (stories/feet): One story
Exterior trim materials: Limestone

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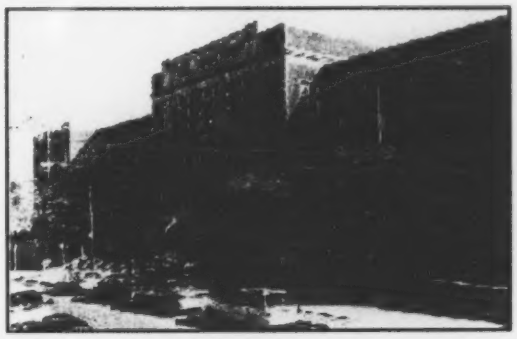
Francis L. Cardozo Senior High School

Address: 13th & Clifton Sts NW
School Size: 355,400 square feet
Site Size: 390,634 square feet

Architect: William B. Ittner
Architectural Style: Collegiate Gothic
Materials: Brick
Date of Construction: 1916

Master Plan Recommendation: Modernize



Historical Summary:

Built as Central High School, this exceptional building was designed by nationally renowned school building architect William B. Ittner of St. Louis. Because of its association with Ittner, the building was accorded national recognition in architectural journals. In 1950, when it was converted to a high school to serve black students, it became home to Cardozo High School. Founded as a business-oriented high school in 1928, Cardozo High School was named in honor of the prominent black educator associated with D.C. public schools in the late 19th century. When completed in 1916, Central High school served white students, while Dunbar High School, opened in the same year on First Street, N.W., was intended for black students. The new Central High School replaced the old and crowded facilities at 7th & 0 Streets, N.W. In 1912, Ittner, architect of the St. Louis Board of Education and a nationally renowned authority on school building design, was hired to design the building. Ittner provided a design that was reminiscent of his many Collegiate Gothic buildings built in St. Louis and other American cities. Throughout much of its history, the Central High School building was regarded as a showplace. From its location on a terraced site of nearly nine acres, the school offers outstanding views of the monumental city, Arlington, and the Potomac River valley. The large brick building is perched on the high ground, while the playing field and stadium occupy the low ground to the south. A balustrade that provides for scenic overlooks encircles the stadium.

Historical Details:

Built As: High School
School Named For: Francis L. Cardozo
Other Historic Names: Central High School

Architectural Summary:

The main elevation along Clifton Street is articulated by a prominent projecting pavilion largely sheathed in limestone. Flanking the central pavilion are recessed classroom hyphens and corner end wings. The elevations are adorned with limestone quoins, balustrades, and stringcourses as well as with broad banks of windows and decorative tile work. A loggia with three entrances and a notable 50-foot by 8-foot frieze in the parapet enhances the prominence of the central pavilion. Executed by sculptor George Julian Zolnay, the frieze panels represent the academic, business, and manual training programs offered by the school. In the frieze, Zolnay used the likenesses of Municipal Architect Snowden Ashford, William B. Ittner, the construction contractor William Dall, and principal Emory W. Wilson in appropriate situations. The interior floor plan provided for an auditorium in the center and corridors and classrooms arranged around the perimeter of the building. On either side of the auditorium are courtyards, each furnished with fountains and benches. Notable features in the interior include original light fixtures, a carved stone hearth in the library, the original swimming pool, several original drinking fountains with tile splash panels, original wood trim in the classrooms, and a now unused indoor running track.

George Washington Carver Elementary School

Address: 45th and Lee Sts NE
School Size: 73,100 square feet
Site Size: 75,612 square feet

Architect: Snowden Ashford
Architectural Style: Renaissance
Materials: Brick
Date of Construction: 1909
Alterations & Additions: 1910s: addition of auditorium/gymnasium and 2 story classroom block; 1930: addition of a 3rd story to the south classroom block

Master Plan Recommendation: No recommendation – administration building

Historical Summary:

Originally named the Deanwood School, the George Washington Carver Elementary School was built in sections during the period from 1909 to 1930. It served the black community at the northern end of Minnesota Avenue, N.E. The oldest section of the building was the north block, which was razed in 1969 and replaced with a new structure. In 1945, the school was renamed in honor of George Washington Carver, the noted scientist long associated with Tuskegee Institute.

Historical Details:

Built As: School serving the black community
School Named For: George Washington Carver
Other Historic Names: Deanwood School

Architectural Summary:

The Carver School is designed generally in the Renaissance style with a long entrance section that is connected to the north and south classroom blocks and to the auditorium/gymnasium on the east. The gray pebbledash facade, scored at the corners to resemble quoins, rises above a brick first floor that is designed to resemble rustication. The elevations on the south classroom block are articulated with central projecting pavilions and pilaster strips.

Architectural Details:

Height (stories/feet): 3 stories
Main Exterior Materials: Gray pebbledash facade, brick

Children's Studio Public Charter School

Address:	2100 13th St NW
School Size:	48,900 square feet
Site Size:	31,720 square feet
Architect:	Office of the Building Inspector
Materials:	Red brick
Date of Construction:	1890
Alterations & Additions:	1932: addition to the south
Master Plan Recommendation:	No recommendation – public charter school

Historical Summary:

Located along 13th Street, the William Henry Harrison Elementary School served the nearby white student population. Completed in 1890, it was named in honor of the ninth President of the United States. In the early twentieth century, a dwindling school age population caused it to be used as a high school annex and for tubercular classes. In 1928, the building was transferred to the black school divisions. The structure became so overcrowded that an addition was appended to the south and designed in a style that mimicked the original classroom block.

Historical Details:

Built As:	Elementary school
Other Historic Uses:	High school annex; tubercular classes
School Named For:	William Henry Harrison
Other Historic Names:	William Henry Harrison Elementary School

Architectural Summary:

With circular towers at the corners of the building, the Harrison School complex provides a picturesque and triumphant element in the urban landscape. The oldest section of the school complex is located at the north, while the 1932 addition extends to the south as far as the corner by 13th & V Streets, N.W. The original section was constructed of red brick and was unusually richly decorated. Its essential features, a central projecting pavilion and round towers at the corners, were similar to other red brick school buildings of the era. The second story alpandrels are embellished with pressed brick, as are the belts above. The second story window lintels in the corner towers. Slate covered conical roofs with pressed metal finials cover the tower. The entire composition is tied together with brick stringcourses at the windowsills and lintel lines. The later addition to the south is joined to the original section by a Colonial Revival pavilion containing the main entrance.

Grover Cleveland Elementary School

Address: 8th & T Sts NW
School Size: 37,100 square feet
Site Size: 22,753 square feet

Architect: Snowden Ashford
Date of Construction: 1911
Alterations & Additions: 1937: third story addition

Master Plan Recommendation: Modernize

Historical Summary:

The Grover Cleveland School was constructed as a 12-room school, with six classrooms on each floor arranged along a linear corridor. When completed, the school was described as similar in floor plan as the Garfield, Bryan, and Thomson schools and "artistic in appearance." The white students who attended the Cleveland School transferred from the old Phelps School. The third story addition, erected in 1937, was designed under Municipal Architect Nathan C. Wyeth. The school's namesake, Grover Cleveland, served as President of the United States from 1885 to 1889 and again from 1893 to 1897.

Historical Details:

Built As: Elementary school
School Named For: Grover Cleveland

Architectural Summary:

The Cleveland School was designed with Snowden Ashford's signature geometric tile work that enlivens an otherwise utilitarian brick building. Rows of patterned brickwork separate window bays and define the lower line of the building frieze. The projecting side entrance bays are designed with a castellated parapet and brick and stone buttresses. The school was designed with a long broad corridor flanked by two end wings, each of which houses two classrooms per floor. On the main facade, the floor plan provides for an articulation of the massing of the structure between a recessed long section and a projecting pavilion on either end. The building's horizontal lines are underscored by the broad banks of windows, the wide granite strip at the watertable, and stone cornice at the top of the second story.

Architectural Details:

Main Exterior Materials: Brick
Exterior Trim Materials: Brick and stone

Community Academy Public Charter School

Address: 13th and Allison Sts NW
School Size: 41,800 square feet
Site Size: 151,596 square feet

Architectural style: Colonial Revival
Materials: Red brick and limestone
Date of construction: 1939

Master Plan Recommendation: No recommendation – public charter school

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

Burdick, started in 1939, was a vocational high school for girls. It was designed to graduate girls into skilled jobs in such areas as medical secretary, practical nursing, clerk-typist, retail, cosmetics, dressmaking, and office machines. The school eventually became known as Burdick Career High School, and is open to boys and girls. In 1984, the city 'adopted' the career school. City officials acted as consultants to provide resources to the 450 pupils there. Before its closing as a public school in June of 1996, the school offered such courses as barbery, computer repair, and auto technical work.

Historical Details:

Built As: Vocational high school for girls
School Named For: Anna Lalor Burdick
Other Historic Names: Anna Burdick Vocational High School

Architectural Summary:

Burdick Career Development Center is a three-story building, divided by limestone belt courses under each floor's windows. The main façade consists of a slightly extruded mid bay, and east and west wings. The main entrance provides both a centerline and a line of symmetry for the façade. It consists of a double metal door recessed from a limestone portal with fluted pilasters. Above it is a limestone-arched entablature with keystone. The windows along the façade are 12 over 12 pivot windows, sitting on limestone. A corbelled cornice runs along the top of the building, yet sits below a parapet wall. The wings protrude further front than the middle bay. Each consists of a double door entrance slightly set back from arched brickwork. The wings are only two stories in height, creating a wedding cake effect off the sides of the building.

Architectural Details:

Exterior Condition:	Poor
Height (stories/feet):	35'; 26' wings
Plan Shape:	I
Interior Floor Plan:	Auditorium in west wing
Mechanical Systems:	Air conditioning
Landscape/Streetscape:	Grass hill on north side; Washington Health School on south side
Façade Composition:	Symmetrical facade with metal double door entry encased by limestone portal. Windows are arranged in 3 rows of 12 over12 pivot windows, divided by limestone belt coursing.
Main exterior materials:	Red brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	12 over 12 pivot; arched windows on east side at auditorium
Doors:	Double metal recessed
Roof:	Flat; hip above central station
Stairs:	30 concrete steps leading from sidewalk to doorway

Sources:

- *Afro-American.* "Burdick School to House New Autotech Academy," June 22, 1996.
- *School Life.* November 1939, Vol. 25, #2
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post.* "City Adopts Career Center," November 15, 1984.
- *Washington Times.* "Disposal of Schools Stymies District A12," March 21, 1997.

John F. Cook Elementary School

Address: 30 P St NW
School Size: 43,500 square feet
Site Size: 32,998 square feet

Architect: Albert L. Harris
Date of Construction: 1925
Alterations & Additions: 1921 four rooms on the south; 1960 classrooms on old addition's eastside

Master Plan Recommendation: Modernize

Historical Summary:

The John F. Cook Elementary School is an example of the extensible school building type favored by Municipal Architect Albert L. Harris. It also represents one of the most spartan examples of its type. Named in honor of a pre-Civil War black educator in the District, Cook School is one of the most recent additions to the group of traditionally black schools clustered along First Street, N.W. It was constructed in 1925 to handle the overflow of students from the Slater and Langston Schools across P Street.

Historical Details:

Built As: Elementary school
School Named For: John F. Cook

Architectural Summary:

The Cook School is one of the several extensible school buildings designed in the 1920s. Unlike many of them, however, the entire school was constructed at the same time, rather than in phases. The long three-story elevation along P Street is articulated with two projecting end wings, each of which is virtually windowless. The main block is 13 bays long and is characterized by a central entrance and two side entrances, one for boys and the other for girls. Above each side entrance is a large Palladian window indicating the location of the stairways. A flat brick lintel with a central limestone keystone is located above each window. The horizontal lines of the building are emphasized with a granite strip at the base of the building, a brick stringcourse between the first and second stories, and a pressed metal cornice at the top. The name of the school is carved into a long limestone strip at the parapet.

Architectural Details:

Height (stories/feet): 3-story
Exterior trim materials: Limestone

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Henry D. Cooke Elementary School

Address: 2525 17th Street NW
School Size: 64,000 square feet
Site Size: 90,000 square feet

Architect: Marsh & Peter
Architectural Style: Renaissance
Date of Construction: 1909
Alterations & Additions: 1921: four-room addition to the south; 1960: classroom wing added to east side of 1921 section

Master Plan Recommendation: Modernize

Historical Summary:

The 10-room Henry D. Cooke Elementary School was built of luxurious building materials and was an unusually large and costly elementary school building for its time. It was named in honor of the first governor the District of Columbia who served from 1871 to 1873. Designed by the noted local architectural firm of Marsh & Peter, the Cooke School incorporated several of the recommendations of the 1908 Schoolhouse Commission. The new features included an assembly room located in the center of the floor plan. Encircling the auditorium were galleries that could be used as a balcony. Today, this space is enclosed with permanent walls, leaving Egyptian style pilasters marking the edge of the balconies. The remainder of the floor plan called for four classrooms along the front of the structure, and two in each flank at the rear. Upon its completion, the building was so large that it was not entirely filled with students. By 1921, however, it was so overcrowded due to the construction of apartment houses in the area that a four-room addition was appended to the south.

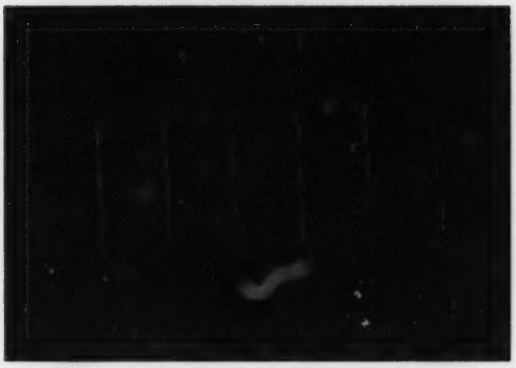
Historical Details:

Built As: Elementary school
School Named For: Henry D. Cooke

Architectural Summary:

Fronting on 17th Street, the main elevation of this Renaissance building is articulated with a central pavilion flanked by two small hyphens and end sections. Broad banks of windows are arranged in groups of two, three, and five windows and are separated by vertical and horizontal panels. Emphasizing the horizontality of the building are lines of decorative tile work located between the first and second stories and in the frieze. A terra cotta stringcourse ties together the building at the first floor sill line. At the entrance door surround are multi-colored terra cotta panels and a terra cotta cornice with the name of the school above. Emphasizing the entrance bay are a light standard on either side of the entrance steps and a shed dormer window and flag pole in the center of the roof. The main interior stairway is embellished with marble wainscoting and steps and Greek-influenced cast-iron stair railings. The surrounding walls are trimmed with geometric designs, in keeping with the detailing of the balance of the interior.

Calvin Coolidge Senior High School



Address:	6315 5th St NW
School Size:	271,300 square feet
Site Size:	408,791 square feet
Architect:	Nathan C. Wyeth
Architectural style:	Georgean/Colonial
Materials:	Red brick, limestone train
Date of design:	1937
Date of construction:	1940
Alterations & Additions:	Stadium in late 1940's, gym in 1984
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

During the school's design, there was much dissatisfaction with Mr. Wyeth's plans. Many disagreed with the box-like building, claiming they didn't want to 'put Coolidge's memory in a box'. A more colonial structure was desired. On March 4, 1941, 758 pupils attended the dedication, timed for the traditional anniversary of the date that Coolidge took office as President of the United States. The $1,250,000 three story red brick structure held a capacity of 1801 students. During the dedication, Coolidge's secretary Everett Sanders used the President's own words: "diffusion of knowledge and building of character will constantly contribute to the stability of our great republic."

Historical Details:

Built As:	High school
School Named For:	Calvin Coolidge

Architectural Summary:

The front facade of the school consists of a pedimented portico supported by six Ionic columns, marking the entrance that is set back from three arched openings. Six stairs lead up to the man entrance of the brick three-story building. Above the first floor is a belt course, meeting the bottom of brick pilasters framing the second floor with arches. On top of the peaked mid roof is a cupola topped with copper. The windows are 6 over 6, 8 over 12, and 8 over 8 from top to bottom. The rear of the school overlooks the football field and bleachers that were built during the decade following the original construction. Limestone pilasters decorate the mid-facade on the second and third floors, with doors opening into the lower, limestone basement level. The wings have hip roofs and symmetrical facades, speckled with window air units. By 1960, the building consisted of 62 rooms, and could hold 1473 students. In 1984, another gym was added, allowing for one on both the northeast and southeast sides of the building.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	54'
Plan Shape:	E
Interior Floor Plan:	Auditorium in center; classrooms and gymnasium on wings
Basement:	Yes
Mechanical Systems:	Boiler room
Landscape/Streetscape:	Football field surrounded by chainlink fence
Façade Composition:	The main façade consists of a double portico with six Ionic columns and topped with a limestone trimmed brick pediment. Three arched openings atop 6 steps leading from the street frame the recessed entrances into the building. The wings consist of brick and limestone, belt coursing above the first floor, and windows tacked across the façade.
Main exterior materials:	Red brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	6 over 6 pivoted, 8 over 12, 8 over 8 arched pivoted
Doors:	3 main doors recessed under the double portico facing 5th street
Projections:	Portico, glass roofed greenhouse on south side
Roof:	Hip shingles on wings, gables at front, flat over main building and addition
Stairs:	6 stairs leading to entrance portico
Related Outbuildings:	Takoma Recreation Center on east, girls' gym
Original value of site	$106,600
Original cost of building:	$1,323,049.93
Total original cost:	$1,429,649.93

Sources:

- *Washington Post*. "Calvin Coolidge High School to be Dedicated Tonight," March 4, 1941.
- *Washington Post*. "Coolidge High School Dedicated," March 5, 1941.
- *The Evening Star*. "Coolidge Shed Image as 'Social Hangout'," October 12, 1980.
- *Washington Herald*. "Citizens Fight New Coolidge School Plans," December 22, 1937.
- *The Evening Star*. "Hip Roof Voted for new School," 1938.
- *Washington Post*. "Coolidge Head Cites Need of Stadium," September 21, 1946.
- Washingtonian Collection
- Sumner School files
- *D.C. Department of Education Meeting Minutes*.

Adelaide Davis Elementary School

Address: 4430 H St SE
School Size: 71,100 square feet
Site Size: 116,190 square feet

Architectural style: International
Materials: Light brick with exposed concrete trim
Date of construction: 1946
Alterations & Additions: 1948- 8 room addition

Master Plan Recommendation: Replace

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

Though its construction was halted in 1942 because of the war, approximately $150,000 was spent to ensure the construction of this modern 8 classroom building. In October 1944, a permit was issued for the construction of this first completed wartime project. Holding 200 pupils when completed in 1946, Davis Annex consisted of large, bright classrooms with air cooling systems, an indoor playground, and a green-tiled corridor. In 1948, an eight room addition was urged by the school board. It consisted of both an auditorium and a gym.

Historical Details:

Built As: Elementary school
School Named For: Adelaide Davis
Other Historic Names: Davis Annex

Architectural Summary:

The Davis Annex is a brick masonry construction building, with bands of exposed concrete. The main entrance consists of 3 sets of double metal doors recessed and overlooking a front courtyard with flagpole, grass, and concrete walk. The windows are framed with concrete on the main façade, and sandwiched between a top and a bottom band on the other facades, reaching forward three bays. Two subsidiary entrances decorate the flat-roofed wings closest to the street.

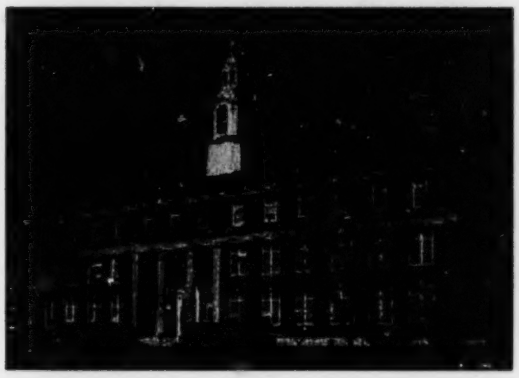
Architectural Details:

Exterior Condition:	Fair
Plan Shape:	U
Basement:	2 stories
Landscape/Streetscape:	Surrounded by chain-link fence; walk leads into the main entrance courtyard between the arms of the building; a flag pole is situated on the line of symmetry in front of the main entry; grass separates the sidewalk from the building
Façade Composition:	Form follows function with horizontal bands of exposed concrete articulating the 2 light brick stories. Windows grouped in large bays express the individual classrooms, smaller bays, the circulation areas, etc.
Main exterior materials:	Light brick
Exterior trim materials:	Exposed concrete
Foundation materials:	Concrete
Windows:	Wood-framed windows are grouped in 6 along the sides facing the interior court; double 1/1/2 windows are located above the entrance
Doors:	3 double metal doors provide main entry into the building. They are protected by a concrete overhang; metal doors are also located at the ends of the protruding arms of the "U".
Projections:	The front facades extrude slightly from the building, as do its concrete overhangs above the door; a chimney protrudes from the roof; concrete portals protrude from the arms
Roof:	Flat
Stairs:	3 concrete steps lead from the walk to the front doors
Original value of site:	Not available
Original cost of building:	$150,000

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*, "School Can Be Fun, Say Davis Pupils Viewing New Building," January 19, 1946.
- *Washington Star*, "War Halts School But Not Ground Breaking," July 19, 1942.
- *Washington Star*, "Permit Is Issued for Construction of Elementary School," October 14, 1944.
- *Washington Star*, "8 Room Davis School Addition Urged on Board," May 19, 1948.

Alice Deal Junior High School



Address:	3815 Fort Dr NW
School Size:	143,700 square feet
Site Size:	373,919 square feet
Architectural style:	Colonial Revival
Materials:	Brick
Builder:	National Construction Co
Date of construction:	1930
Alterations & Additions:	1935-36: addition of wings; 1963-68: NW addition behind gym
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Though proceedings concerning the acquisition of a suitable site started in 1926, the Alice Deal School's construction did not begin until August of 1930, when Fort Reno was chosen as its site. Built to relieve congestion at the E.V Browne School, a $200,000 appropriation was granted for its twenty-four room construction. In September of 1930, a contract was let to the National Construction Company of Atlanta, Georgia, for $463,100.00. In 1984 it was voted as one of the top two hundred outstanding schools in the country.

Historical Details:

Built As:	Junior high school
School Named For:	Alice Deal

Architectural Summary:

Deal Junior High School is a Colonial Revival school building with its rigid symmetry, axial entrance, and hip roof. The two story limestone portico's columns and pilasters hold up a massive belt course below a row of four over eight over eight windows. Adjacent to it is the central pavilion of doubled four over eight over eight windows for two floors. In it is situated the auditorium. Set back from the columns is the main entrance, marked by a metal door under a wooden pediment and twelve windowpanes. The side pavilions, trimmed on top and bottom with limestone, consist of a symmetrical facade of windows and decorated portal atop sixteen stairs. In the rear are an asphalt playground, soccer and baseball fields, and the Rose School.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	42'
Plan Shape:	L
Interior Floor Plan:	Auditorium in center; classrooms, library, music room, and map room on floors one and two of the wings; girls' gym on third floor of west wing; boys' gym on third floor of east wing; cafeteria, storage, and kitchen in basement
Basement:	Yes
Mechanical Systems:	Boiler room
Landscape/Streetscape:	East: old Reno building; North: playground, adjacent to Fort Reno Park
Façade Composition:	The main facade is composed of red brick with limestone cornice. A central double portico marks the entrance, its main door emphasized by a wooden pediment, and two adjacent door openings. A cupola aligns with the front door, stretching the building vertically to offset the horizontality of the wide building.
Main exterior materials:	Red brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Stone
Windows:	4 over 8 over 8, 3 over 6 over 6 single hung with limestone sills and keystones
Doors:	3 main metal doors recessed under a Corinthian double portico with engraved frieze; metal doors on front facades of wings, topped with wooden pediment.
Projections:	Projecting wings on east and west sides
Roof:	Hip roof on original building; flat roof on northern addition
Stairs:	10 steps up from drive to main entrance, divided by a walkway about halfway up; 17 steps to east wing doorway
Original value of site:	$88,459.77
Original cost of building:	$491,697.22
Total original cost:	$580,156.99

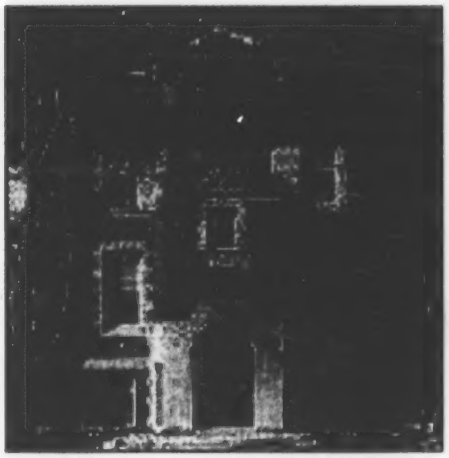
Sources:

- *D.C. Board of Education Meeting Minutes*: 1929, 1930, and 1935.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "Alice Deal School Dedicated Before Audience of 800," November 13, 1931.
- *Washington Star*. March 3, 1945.

John Eaton Elementary School

Address: 34th & Lowell Sts NW
School Size: 49,100 square feet
Site Size: 60,615 square feet

Architect: Appleton P. Clark, Jr.
Materials: Red and yellow brick
Date of Construction: 1910
Alterations & Additions: 1922; 1930: gymnasium/auditorium structure appended to rear of the connecting corridor; 1981: new entrance



Master Plan Recommendation: Modernize

Historical Summary:

Washington architect Appleton P. Clark, Jr. produced another exceptional public school building design in the John Eaton Elementary School. It is unusual for its use of gargoyles, the triple Indianapolis doors, and multicolored brick to articulate the facade. The Eaton School was built in four sections between 1910 and 1981. Located closest to the corner of 34th and Lowell Streets, the original block was constructed for white students in the Cleveland Park area and completed in 1910. It was located within a residential area, away from major thoroughfares, although at one time a site on Wisconsin Avenue was considered. At its completion, the Evening Star described it as "nearly a jewel as a fifty-eight thousand dollar brick building can be." The growth of the student population over the next decade caused an extension of the building. In 1922, Washington architect Arthur B. Heaton designed the block closest to the corner of 32nd and Lowell Streets. For several years, a long narrow corridor joined together the 1910 and 1922 blocks. In 1930, a gymnasium/auditorium structure was appended to the rear of the connecting corridor. More than half a century later, in 1981, the firm of Kent-Cooper designed a new modern-style entrance between the 1910 and 1922 blocks fronting on Lowell Street.

Historical Details:

Built As: Elementary school
School Named For: John Eaton

Architectural Summary:

The original section of the Eaton School was designed in two hues of brick: red and yellow. The red brick was used for the structure's walls while the yellow brick served as decorative elements: as the window surrounds, as a stringcourse at the water table, and as the building frieze. The main elevation on Lowell Street is articulated by a projecting central tower that rises to the base of the second story window. Limestone is used to highlight the main entrance and the central tower parapet. The entrance was modeled after an Indianapolis example where three openings allowed students to vacate the building rapidly in the event of fire. Limestone gargoyles at the corners of the central tower give a decidedly academic character to the building. The flat mansard roof rises above heavily bracketed eaves. A dormer window is located at the south side of the roof and a cylindrical galvanized iron ventilator at the center.

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Eastern Senior High School

Address: 1700 East Capitol St NE
School Size: 288,800 square feet
Site Size: 486,716 square feet

Architect: Municipal Architect Snowden Ashford
Architectural style: Collegiate Gothic
Date of Construction: 1923

Master Plan Recommendation: Modernize

Historical Summary:

Upon its completion, it was considered a luxurious building and was described in a national educational journal. The Eastern Senior High School evolved out of the Capitol Hill High School established in 1890 at the Peabody School. In 1892, the school was renamed Eastern High School and moved into a new building at 7th & C Streets, S.E., on the same block as the historic Wallach School. By 1909, the new building was so overcrowded that citizens' associations in the eastern section of the city lobbied for a new building. It was not until 1914-15 that the four square area at 17th and East Capitol Street was selected and condemned. The advent of World War I postponed further work on the school.

The completion of the Central (now Cardozo) High School in 1916 and Municipal Architect Snowden Ashford's preference for the Elizabethan and Collegiate Gothic style in school architecture led the Eastern Alumni Association to assume that the new Eastern High School was be designed in a similar style. Describing Central High School as clothed in the "Annheuser-Busch gothic" style, the Association urged that Ashford design Eastern High School in the popular Colonial Revival style. Ashford's views won out. He prepared designs for the school in 1921 shortly before he left the position of Municipal Architect.

Ceremonies, receptions, and rejoicing accompanied the school's completion. Observers described the school's facilities as novel, glorious, and a "veritable embarrassment of riches." The national publication School Board Journal carried an extensive article on the school, proclaiming it the "last word in eastern school architecture." Among its special features was its proximity to the developing Anacostia River parks to the east, a four-room furnished apartment for house keeping classes, and an automobile shop. In the same year of the building's completion, the Memorial Flag staff was dedicated to alumni who had died in the Spanish-American War and World War I.

Architectural Summary:

The four-story Eastern High School building is articulated by a central section formed by two turreted towers and a central projecting two-story portico with gothic arch entrance. Flanking the central section are long hyphens defined by broad banks of windows arranged in groups of six. At the ends are projecting wings with limestone-trimmed bay windows. The entire composition is tied together horizontally by limestone stringcourses at the top of the first story and at the top of the fourth. The design for the large building is also held together by design motifs repeated throughout the building, such as quatrefoils in the limestone trim and sections of castellated lines at the parapet.

Architectural Details:

Height (stories/feet): 4 stories
Exterior trim materials: Limestone

Edison Friendship Public Charter School

Address:	1345 Potomac Ave SE
School Size:	77,100 square feet
Site Size:	63,961 square feet
Architectural style:	Colonial Revival
Materials:	Brick and limestone
Date of construction:	1939
Alterations & Additions:	1968 off southwest of the building
Master Plan Recommendation:	No recommendation – public charter school
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Previously known as the Lenox School until July 1, 1939, the Chamberlain School building was dedicated on November 10, 1939. Its first enrollment was 200 pupils. The new building included virtual broadcasting studio, electrical refrigeration and baking, a second floor apartment, an assembly hall gym and theater. In 1957, Chamberlain was the only coed vocational high school. In 1968, an addition was made southwest of the building. When Chamberlain closed in 1996, it offered courses in art, barbery, clerk-typing, cosmetics, drafting, lithography, camera and press, office machines, photography, refrigeration, radio, TV, retail, secretarial work, watch repair, English, history, economics, and labor problems.

Historical Details:

Built As:	High school
School Named For:	John A. Chamberlain
Other Historic Names:	Chamberlain Vocational High School, Chamberlain Career Development Center Lenox School

Architectural Summary:

The Chamberlain School is a flat roofed structure with brick parapet walls protruding off a limestone cornice. The front facade of the building consists of a slightly extruded middle bay that houses the school's entrance. The main door is a metal double door, and framed with an arched limestone pediment atop six steps leading from the sidewalk. Three floors of 12 over 12 pane pivoted windows face the street. A brick belt course runs the length of the building, as well as a limestone base that connects the brick to the ground. Brick quoins trim the facade, yet are offset from the building's corners. In the rear of the building, the limestone base disappears, and the building extends down into the basement, also constructed of brick. A two-story auditorium protrudes off the rear, creating a T off the main building.

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Architectural Details:

Exterior Condition:	Poor; efflorescence and broken windows; weathered limestone
Height (stories/feet):	45'
Plan Shape:	T
Interior Floor Plan:	Auditorium in rear of building
Basement:	Yes
Landscape/Streetscape:	Ramp and concrete benches attatch to font entranceway; flagpole out front; pine trees flanking entrance; surrounded by chain-link fence
Façade Composition:	The main facade consists of 3 stories of brickwork with 12/12 pivoted windows. A brick course runs atop the first floor, and a cornice line above the 3rd floor. The main entrance consists of a metal double door famed by a limestone pediment and pilasters.
Main exterior materials:	Brick and limestone
Exterior trim materials:	Brick and limestone
Foundation materials:	Concrete
Windows:	12 over 12 pivoted
Doors:	Metal double doors as main entrance; metal doors with wood reveal on sid facade
Projections:	Auditorium protrudes southeast off main building; additional classrooms protrude southwest
Roof:	Flat
Stairs:	6 leading to the front door
Original value of site:	$46,906
Original cost of building:	$384,981
Total original cost:	$431,887

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Star*. "Vocational Training in Skilled Trades Urged by Ballou," November 10, 1939.
- *Washington Star*. "Chamberlain Vocational School Occupied by 200 Students," June 1, 1939.

Charles William Eliot Junior High School

Address: 1830 Constitution NE
School Size: 155,100 square feet
Site Size: 233,322 square feet

Architectural style: Colonial Revival
Materials: Brick and limestone
Builder: W.P. Ross Company
Date of construction: 1931
Alterations & Additions: 1935 addition on southwest; 1936: gym in southwest; 1963: gym in northeast

Master Plan Recommendation: Modernize

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

Completed on May 27, 1931, the Eliot School was built for $489,942.45 as a white school. The first addition was made in 1935, and portables were used on the site from 1935-1943, and from 1945-1947 to accommodate more pupils. In 1952, students were transferred across the athletic field to Eastern High School, as boycotts were being held of the nearby annexes to convert the school to "Negro use." By 1960, the school consisted of 32 rooms with a capacity of 758 students.

Historical Details:

Built As: Junior high school
School Named For: Charles William Eliot

Architectural Summary:

This brick and limestone building was built around a central auditorium. It has a limestone double portico topped by a balustrade with three doors with hood molding, three upper windows, and iron rails above a three-door entrance with wood reveals and ribbed limestone. The first floor facade consists of limestone masonry with grilled windows. Above the belt coursing are two floors of brick masonry with limestone quoins. Brick pilasters extend between columns of windows, topped off with a limestone architrave. The building jogs to the south, and then continues into a limestone and brick three bay deep wing with iron railed balcony above a portal and fifteen over fifteen windows. In the rear of the connecting portion of the building exists a metal entrance with fanlight, opening onto the back parking lot. The building has been extended in the back to the main building, stepping down in two sections, with the east side overlooking basketball courts and a grassy field.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	35'
Plan Shape:	Shifted rectangles
Interior Floor Plan:	Auditorium and cafeteria in center of main building, surrounded by classrooms and labs; girls' gym and shops in east wing.
Mechanical Systems:	Boiler room
Landscape/Streetscape:	Baseball field and basketball courts on west side; chain link fence on east side; parking lot on north side
Façade Composition:	The main facade consists of one story of limestone and 2 of red brick with brick pilasters capped and based with limestone separating the windows. The main entrance is defined by a double portico on top of a ribbed limestone base containing three doorway openings, slightly recessed and with wood reveals. The windows above the doorway are topped with limestone pediments, and are set behind iron rails.
Main exterior materials:	Brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	15 over 15 single hung with stone sills; the windows flanking the portico have additional side lights and are separated by brick pilasters
Projections:	West wing protrudes slightly past main building
Roof:	Flat with parapet walls
Stairs:	8 concrete and 4 granite stairs leading to main door; concrete stairs leading downhill on west side to parking lot
Original value of site:	$93,480.00
Original cost of building:	$489,942.45
Total original cost:	$583,422.45

Sources:

- *D.C. Board of Education Meeting Minutes*, June 10, 1931.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "Corning's New Plan for Eliot Conversion Shifts White Pupils to Nearby Eastern High," July 4, 1952.

Ellington School for the Arts

Address: 35th & R Sts NW
School Size: 167,500 square feet
Site Size: 126,701 square feet

Architect: Harry B. Davis
Architectural style: Classical Revival
Materials: Brick
Date of Construction: 1898
Alterations & Additions: 1910; 1925

Master Plan Recommendation: Modernize

Historical Summary:

Built as Western High School, the Ellington School of the Arts was designed during a period when a great number of public school building projects were contracted out to architects in private practice. It is significant for being one of the few Classical Revival public school buildings in the District. It also was the first high school with a publicly accessible auditorium and library and was one of the first District public schools placed in a landscaped setting. Organized in 1890, Western High School was located in the old Curtis School (now the site of the Anthony Hyde School playground). It was intended to serve white high school students in the western section of the District, while Central High School served the rest of the District. Within a few years, most of Curtis's facilities were devoted to the expanding high school. During the 1895-86 Congressional session, funds were appropriated for the purchase of a site and the erection of a building. Architect Harry B. Davis completed the design for the building in December 1896. The site for Western High School was an estate commonly known as "The Cedars," which had once been occupied by a girls' boarding school. Mature cedars and other trees covered the site. The location appealed to the school's promoters because of its remoteness from Georgetown's business thoroughfares and because of its size. At its completion, the Western High School building was praised for its color-coordinated auditorium, the landscaped setting, and the accessibility of the auditorium and library in the front of the building to the general public.
In 1914, fire damaged the building's third floor and roof. Reopened in 1915, the building was described as practically new. The building was enlarged in 1910 and again in 1925. In 1938, the school's newspaper The Breeze was voted first in its class among more than 1,500 other high school newspapers. In 1974, the Ellington School of the Arts was opened in the building. For a while, the arts school and the regular high school occupied the building until the latter function was phased out in 1976.

Historical Details:

Built As: High school
Other Historic Names: Western High School

Architectural Summary:

Washington architect Harry B. Davis designed the Ellington School of the Arts building in 1896 in the Classical Revival style. The building was constructed of brick painted a light buff color. The original section of the building was composed of a monumental two-story portico over a rusticated base. In 1910, the portico was widened and extended to balance the addition of twelve rooms to the wings and to provide for a larger assembly hall and stage. After the 1914 fire, a pressed metal cornice replaced the balustrade that encircled the building at the parapet. In 1925, additional classroom sections were added to the rear of the building. In recent years, the firm of Arthur Cotton Moore/Associates renovated the main floor vestibule and auditorium.

John R. Francis Junior High School

Address: 24th & N Sts NW
School Size: 95,100 square feet
Site Size: 91,532 square feet

Architect: Albert L. Harris
Architectural Style: Renaissance
Materials: Brick and limestone
Date of Construction: 1928
Alterations & Additions: 1951: gymnasium/ cafeteria to the east

Master Plan Recommendation: Modernize

Historical Summary:

The John R. Francis Junior High School was built in 1928 to serve black students in the western part of the District. The land for the school was acquired in 1924 in the West End, then a low-rise, predominantly black neighborhood. In 1926, the Municipal Architect's Office under Albert L. Harris designed the building. The school was named in honor of John R. Francis, a black surgeon at Freedman's Hospital and a trustee of the D.C. Public Schools. Two years later, in 1928, the building was completed and dedicated. It was an instant success, filling up so quickly that soon after, an addition including a gymnasium, cafeteria, and classrooms, was constructed. In 1951, a new gymnasium/cafeteria addition was appended to the east.

Historical Details:

Built As: School for black students
School Named For: John R. Francis

Architectural Summary:

Like several of the Renaissance style junior high schools in the District of the 1920s, the Francis Junior High School is perfectly symmetrical, with each half of the main facade a mirror image of the other. The main elevation is articulated with a series of double sash windows and the second and third stories separated by two-story Doric pilasters. The pilasters rest on a limestone sheathed first story. At each end of the facade is a double pilaster. The central entrance is marked by three openings in the center, each with paneled reveals and a segmental arch above. A limestone cornice and a brick and limestone parapet top the entire composition.

Architectural Details:

Height (stories/feet): 3 stories
Main Exterior Materials: Brick and limestone
Exterior Trim Materials: Limestone

Benjamin Franklin School

Address:	13th and K Sts NW
School Size:	41,000 square feet
Site Size:	14,938 square feet
Architect:	Adolph Cluss
Architectural Style:	French Renaissance
Materials:	Red brick, stone, cast iron
Date of Construction:	1869

Master Plan Recommendation: No recommendation – closed facility

Historical Summary:

The Benjamin Franklin School is one of a half dozen school buildings that the German-born architect Adolph Cluss designed in the 1860s and 1870s. The Cluss school buildings represent a watershed in the development of public education in the District because they represent the efforts of Mayor Richard Wallach to place the local public schools on the national map. In fact, he exceeded his expectations. The exhibition of Cluss school designs at the 1873 International Exhibition in Vienna was awarded the Medal of Progress. At the cost of $188,000, the Franklin school building was an extraordinarily costly structure for its time. The design for the Franklin school, as well as the Wallach, Sumner, Seaton, Curtis, and Cranch schools, was based on Cluss's substantial knowledge of school architecture in Europe and the United State. (Of the six schools, only Franklin and Sumner survive.) Upon the completion of the Franklin School, Cluss pronounced it to be unsurpassed in the United States in its accommodation of educational functions and its ability to transmit lessons in esthetics to the general public. The technical and manual training programs offered within its walls were regarded as a model for the United States and Europe.

The building was named in honor of Benjamin Franklin, printer, journalist, and scientist, who served his country in several important capacities in its early years, including the writing of the Declaration of Independence. From the opening of the building in 1869 to 1925, the Franklin School served as the central administration of the D.C. Public Schools and provided classroom space. Meetings of the trustees of the D.C. Public Schools, educators, and political leaders took place there. The office of the Superintendent was located in the building. From 1873 to 1943, the Franklin School served as the headquarters of the normal school. It housed the advanced grammar school classes for boys that later combined with the girls' advanced grammar school to form Washington High School (later Central High School). After 1925, the building was turned over in its entirety to the administration of the D.C. Public Schools.

Historical Details:

Built As:	Administration building and school
Other Historic Uses:	Central administration of DC Public Schools
School Named For:	Benjamin Franklin

Architectural Summary:

Its design provided for a completely symmetrical composition, an articulation of the facade by pavilions and towers, a mansard roof, and iron cresting. The main facade is divided into three major sections: a central pavilion is flanked on either side by octagonal bell towers and end pavilions with octagonal towers at the corners. The vertical elements of towers, elongated windows, and pilaster strips are balanced by the horizontal forces of bold stone strips connecting the windows on each floor, heavily articulated corbelled brick at the cornice line, and flat roofs over the end pavilions. The central pavilion is crowned with a slate covered mansard roof topped with elaborate cast iron cresting. The building is also notable for the cast iron eyebrows above each window. The original design called for playrooms in the basement, six classrooms each on the first and second floors, and three classrooms and a large assembly room on the third.

James A. Garfield Elementary School

Address: 25th & Alabama Ave SE
School Size: 58,908 square feet
Site Size: 125,929 square feet

Architect: W. Sidney Pittman
Architectural style: Elizabethan
Materials: Red brick
Date of Construction: 1909

Master Plan Recommendation: Replace

Historical Summary:

The architect of the John A. Garfield Elementary School, W. Sidney Pittman, was the first black architect to design a public school building in the District of Columbia. Pittman was Booker T. Washington's son-in-law and a successful architect in the Washington area. The 1909 Garfield School replaced the old frame Garfield School, formerly known as the Hamilton Road School, which was located on the same lot. For a while, both buildings shared the lot, but eventually the frame building was demolished.

Historical Details:

Built As: Elementary school
School Named For: James A. Garfield
Other Historic Names: Hamilton Road School

Architectural Summary:

Upon its completion, the twelve-room Garfield School was described as "strictly modern". Its floor plan includes a large all-purpose room in the basement that could be used for assemblies and as a gymnasium. The window surrounds are of light yellow brick arranged to resemble rustication. The side elevations contain boys and girls' entrances and feature a shaped gable above the central bay. The entrances are accented with clustered Doric pilasters and crowned with a decorative frieze. The frieze is adorned with polychromatic squares, a cornice, and a panel with a circular brick pattern.

Architectural Details:

Main exterior materials: Red brick
Exterior trim materials: Yellow brick and limestone

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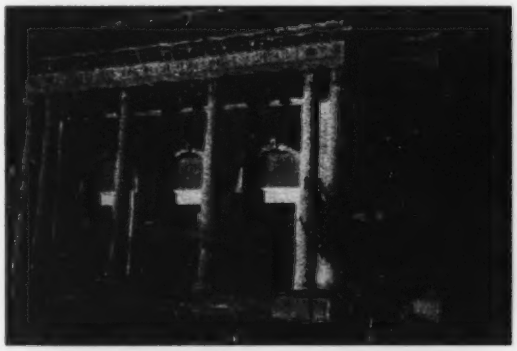
Garnet-Patterson Junior High School

Address: 10th & U Sts
School Size: 2,700 square feet
Site Size: 4,318 square feet

Architect: Albert L. Harris
Materials: Brick and limestone
Date of Construction: 1929

Master Plan Recommendation: Modernize



Historical Summary:

The Garnet-Patterson Junior High School is one of the earliest school buildings designed as a junior high school for black students. (Most of the others were located in adapted buildings.) It replaced the 1880 Garnet School and the adjacent 1893 Patterson School. The schools were named in honor of Henry Highland Garnet, a prominent abolitionist and ambassador to Liberia, and James W. Patterson, the United States Senator who sponsored the law creating a system of public schools for black students in the District of Columbia. Progress toward construction of a now unified junior high school was initiated in aid-1923 when land purchase negotiations were initiated. By 1927, the Commission of Fine Arts approved plans for the school. Completed in 1929, the school was dedicated with ceremoni4m that extended over a five-day period. One year later, Municipal Architect Albert L. Harris singled out the school for outstanding maintenance and landscaping.

Historical Details:

Built As: Junior high for black students
School Named For: Henry Highland Garnet and James W. Patterson

Architectural Summary:

The main body of the L-shaped school is located along l0th Street. The classroom wing-auditorium stretches along V Street. The l0th Street entrances are located at the ends of a central three-story section measuring 17 bays long. Tall chimneys with limestone trim mark the north and south sides of this section. The classroom wing on the north leads to the handsome auditorium that opens on Vermont Avenue, making the auditorium accessible to the community as well as the school. The gymnasium is located on the south side of the building closest to U Street.

Architectural Details:

Height (stories/feet): 3 stories
Plan Shape: L
Exterior Trim Materials: Limestone

Rose Lese Hardy Middle School & Fillmore Arts Center

Address: 1819 35th St NW
School Size: 15,600 square feet
Site Size: 55,750 square feet

Architectural style: Georgian
Materials: Brick and limestone
Date of construction: 1933

Master Plan Recommendation: Replace

Located in a Historic District: Yes
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

Built in 1933, the Hardy Middle School was constructed in honor of Rose Lees Hardy, an authority on teaching of reading. Though first used (and already overcrowded) in 1933, it was yet unfinished. The official dedication of the school did not occur until May of the following year. The school was closed in 1996, and bought by Georgetown University. Today, each facade bears a different name. On Wisconsin Avenue the building is labeled as the Hardy Middle School, yet on another side it reads the Fillmore Arts Center, while on 35th St., as the Carlos Rosario Adult Education Center.

Historical Details:

Built As: Elementary school
Other Historic Uses: (Current) education center
School Named For: Rose Lees Hardy
Other Historic Names: Gordon Junior High School; Carlos Rosario Adult Education Center

Architectural Summary:

The Hardy Middle School is a three-story brick and limestone structure. Its main entrance consists of a central limestone bay with pilasters spanning the upper two floors, resting on a belt coursing above the first floor. Slightly extruded from the rest of the building's facade, the central bay consists of 6 double nine over nine windows, 4 four over four windows, and 2 metal door portals. The first floor exterior consists of limestone and a series of nine over nine double windows. The two upper floors consist of the same type of windows, yet on a brick facade, and separated by brick pilasters with limestone cornice. A parapet wall trims the top of the building. The wings' side facades also consist of a slightly extruded middle limestone bay. Rising two stories above the street level, limestone pilasters attempt to emphasize verticality. Double metal doors atop 5 steps and a ramp provide entry into the building from 35th Street. Extending back along 35th St., the building drops a floor in height, and the parapet wall is eliminated. Limestone reliefs hover above twelve over twelve stone sill windows. Under a belt coursing, the building continues, but in brick, unlike the limestone facade of the floor along the front portion of the building.

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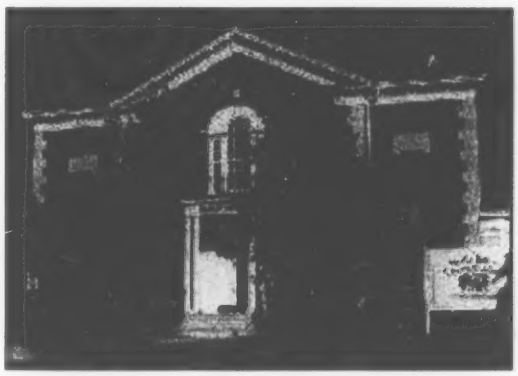
Architectural Details:

Plan Shape:	Rectangular
Façade Composition:	The façade consists of a central limestone bay projecting from the brick and limestone face of the building. Here brick is used for the upper two stories, with brick pilasters ending in a limestone cornice, and limestone base on the bottom floor. Two double metal doors on the ends of this bay provide entry into the building.
Main exterior materials:	Brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Stone
Windows:	Double 9 over 9 pivoted; 6 over 6 pivoted; 12 over 12 pivoted
Doors:	Recessed double metal doors, their openings framed by limestone
Roof:	Flat
Stairs:	Four stone steps leading to side entries

Sources:

- *D.C. Board of Education Meeting Minutes*, 1933, 1936, 1937 and 1938.
- *Evening Star*. "Rose Lees Hardy Dies at Home Here," December 27, 1932.
- *Star-News*. "Merging Six Schools Proposed in Northwest," February 25, 1974.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "Hardy School is Dedicated, Frank W. Ballou Talks," May 26, 1934.
- *Washington Star*. "Foxhall Road Ravine to Become Playground Area," November 1956.

Phoebe Apperson Hearst Elementary School



Address: 3950 37th St NW
School Size: 17,400 square feet
Site Size: 160,000 square feet

Architect: Albert L. Harris
Architectural style: Colonial Revival
Materials: Brick, limestone
Builder: Ralph S. Herzog
Date of design: 1931
Date of construction: 1932

Master Plan Recommendation: Modernize

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

On November 15, 1932, the Phoebe Hearst School was dedicated in memory of "the most public spirited woman of her period". At a cost of $200,000, this eight room extensible school expanded to include a kindergarten with a large bay window, fireplace, and an aquarium donated by Mrs. Hearst's son.

Historical Details:

Built As: Elementary school
School Named For: Phoebe Apperson Hearst

Architectural Summary:

The Hearst School is a brick, limestone trimmed school with a symmetrical facade. It is a hipped structure with front gable. Topped by a broken, corbelled pediment articulating a slightly extracted central pavilion, the main entrance, located fifteen steps off the street, is framed by a Doric column supported portico with a Palladian window centered above. On either side of the quoined central section are brick facades with blind windows. On the east side is a show window amidst three bays of twelve over twelve pivoted windows, overlooking a field and basketball court. On the north side is another entrance beneath a Palladian window and wooden pediment.

Architectural Details:

Exterior Condition:	Fair
Height (stories/feet):	27'
Plan Shape:	Rectangular
Interior Floor Plan:	Storage and boiler room in basement; kindergarten, main office, and classrooms on first floor; library, resource room, multi-purpose room on second floor.
Basement:	Yes
Mechanical Systems:	Heat system provided by on gas fired burner distributing system
Landscape/Streetscape:	Flat site with steep embankment on east and west. Chain-link fence north and west surrounding playground; basketball hoop and field on east
Façade Composition:	The front facade consists of a slightly extruded mid-portion with limestone quoins and broken pediment. A Palladian window surmounts a portico protruding from the face of the building. A wood double door aligns with the peak of the pediment above. No other windows exist on this front facade.
Main exterior materials:	Brick, random coursed rough stone
Exterior trim materials:	Limestone, wood cornice
Foundation materials:	Stone
Windows:	Painted wood glazed double pivoted (12 over12), Palladian window over entry portico
Doors:	Wood double acting under protruding portico with Doric coluns, and fan above door
Projections:	Show window on east facade, front portico
Roof:	Hip slate roof
Stairs:	8 concrete, 6 granite leading to front entry; 6 granite in rear leading to back entrance; concrete stairs leading to basement
Related Outbuildings:	Red wood shed in rear
Original value of site:	Not available
Original cost of building:	$200,000

Sources:

- *D.C. Board of Education Meeting Minutes*, September 7, 1932 and September 9, 1931.
- *D.C. Public Schools' Facilities Re-Assessment Report.* Office of the Chief Operating Officer/Director of Facilities program analysis and evaluative division. March 1997.
- *Evening Star.* "Open-Room Plan Opposed at Hearst," June 25, 1970.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Times.* "Notables See Dedication of Phoebe Hearst School," November 15, 1932.

Anthony T. Hyde Elementary School

Address: 3219 O St NW
School Size: 20,000 square feet
Site Size: 64,725 square feet

Architect: Arthur B. Heaton
Date of Construction: 1907

Master Plan Recommendation: Modernize

Historical Summary:

The Anthony T. Hyde Elementary School was part of a cluster of schools in Georgetown between 32nd and 33rd and O and P Streets, N.W. to serve white students. The cluster also included the Curtis and Addison schools. Designed by well-known Washington architect Arthur B. Heaton in the early part of his career, the school was named in honor of Anthony T. Hyde, a member of the Board of Guardians of the Georgetown public schools and prominent city banker.

Historical Details:

Built As: Elementary school
School Named For: Anthony T. Hyde

Architectural Summary:

Notable architectural features of the Hyde School include its fine Flemish bond brickwork with glazed headers and the shaped gable crowning the central pavilion. Pebbledash panels in the side sections further articulate the main elevation. The facade is given additional interest by stone window lintels and the large circular arch entrance leading to double doors and a fanlight. The building is tied together horizontally by a molded watertable and a decorative frieze formed of line stone diamond-shaped patterns. The design of the side elevation echoes that of the main elevation.

Hyde Leadership Public Charter School

Address: 1st and T Sts NE
School Size: 110,100 square feet
Site Size: Shared site with McKinley

Architect: Albert L. Harris
Date of Construction: 1923
Alterations & Additions: 1927: addition of classroom wings, gymnasia, assembly hall, and a lunchroom to the rear of the building

Master Plan Recommendation: No recommendation - public charter school

Historical Summary:

Hyde PCS was originally designed by Harris as the Langley Junior High School, a prototype junior high school building. It was the first building designed to address grades 7 through 9, a grouping of grade levels that had only recently been incorporated into the District's educational system. Land for the school was acquired in 1921 on a commanding site on the south side of T Street near 1st Street NE. The original design for Langley Junior High School was identical to that for Macfarland Junior High School in Northwest Washington constructed at the same time also for white students. Dedicated in January 1924, the Langley Junior High School was named in honor of Samuel P. Langley, a renowned astronomer and scientist who served as Secretary of the Smithsonian Institution. He was also a pioneer in mechanical flight.

Historical Details:

Built As: Junior high school
Other Historic Names: Samuel P. Langley Junior High School

Architectural Summary:

Hyde PCS was designed as a three-story building measuring 15 bays along the main elevation on the north. Fifteen evenly spaced windows are separated by brick pilasters that extend from the second story sill line to the third story lintels. The pilaster bases and capitals are tied together with limestone stringcourses. At the first story, the center three bays are highlighted with three entrances with limestone surrounds, a canopy, and a long limestone strip at the building frieze with the name of the school. The end bays project slightly from the main building line and are punctuated by narrow windows at each story that mark the location of interior stairways. The building is crowned by a terra cotta modillioned cornice and strip at the parapet.

Bernard T. Janney Elementary School

Address: 4130 Albemarle St NW
School Size: 43,400 square feet
Site Size: 158,454 square feet

Architect: Albert L. Harris
Architectural Style: Colonial Revival
Date of Construction: 1925
Alterations & Additions: 1932

Master Plan Recommendation: Modernize

Historical Summary:

One of the earliest examples of the extensible school building, the Bernard T. Janney Elementary School was constructed near the site of the old Tenley School dating from 1882. It was built in two phases: the first phase, completed in 1925, included the central section, the wing on the east side, and the auditorium. Within four years of completion of the first phase, the rapid development of the residential area filled the school to capacity Members of the surrounding community urged the construction of the building's remaining section. Completed in 1932, the second phase incorporated the west wing into the composition. Intended to serve white students in the Tenleytown area, the Janney School was described at its completion as the "last word in modern school house construction." The structure of 1925 served grades K-6 while grades 7-8 remained in the Tenley School. When the entire Janney School was completed in 1932, the old Tenley School was discontinued for student use. The new school was named in honor of District educator Bernard T. Janney.

Historical Details:

Built As: Elementary school
School Named For: Bernard T. Janney

Architectural Summary:

The Janney School is a long three-story classroom block running east-west, flanked on both ends by wings. The long block measures13 bays long. The central bay is articulated by a Colonial Revival portico at the first floor level with a wrought iron balcony and Palladian window above at the second story. The end wings are three bays wide and articulated by a window with a prominent surround located in the center of the second floor level. A gable roof with a broken pediment crowns each end wing. A brick stringcourse between the first and second stories and a modillioned cornice along the building's roofline tie together the composition. A cupola with weathervane punctuates the roof at its highest point.

Architectural Details:

Height (stories/feet): 3 stories
Exterior trim materials: Brick

Thomas Jefferson Junior High School

Address: 801 7th St NW
School Size: 109,000 square feet
Site Size: 150,490 square feet

Architect: Nathan C. Wyeth
Architectural style: Georgian-Colonial
Materials: Brick and limestone
Builder: Jeffress-Dryer, Inc.
Date of design: 1939
Date of construction: 1940

Master Plan Recommendation: Modernize

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

Originally one of the first five elementary schools in DC, the new Jefferson School was organized in 1924. In 1937 the need arose for a new school building to relieve overcrowding, nearby railroad yards, and congested traffic. After twelve years of difficulty in finding a site, and $800,000 worth of construction, Jefferson was finally dedicated on December 8, 1940 as an "institution dedicated to democracy". In December of 1947, elementary classes opened in four rooms, was discontinued in 1949, and then reopened from 1952 until 1954. In 1977, Jefferson Junior High School was converted to a senior high school. A one million dollar addition containing recreation and community centers, flanked by a new branch library and health clinic were added. In 1983 it was voted an outstanding school. It is the only school in the nation to be named by an act of Congress as a memorial to a United States President.

Historical Details:

Built As: Elementary school
School Named For: Thomas Jefferson

Architectural Summary:

This building has a three-story center motif and abutting wings of two stories each. The main entrance, on a slightly extruded central bay trimmed with limestone, is marked by two story pilasters holding up an entablature which runs into a limestone belt course above the second floor windows of the building. There are three metal doors under three twelve over twelve double-hung windows. The west facade steps down a story to a two-story wing on its ends, the belt coursing continuing over to the top of its second story. The north facade is a symmetrical one with an upper row of seven twelve over twelve windows, a central entrance with wood reveals, two flanking windows, and two show windows resting on a limestone base. The rear mid section extends back in a flat roofed structure, allowing for additional classroom space.

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Architectural Details:

Exterior Condition:	Good
Plan Shape:	T (with addition)
Basement:	Yes
Landscape/Streetscape:	Surrounded by chain link fence, parking lot and basketball courts in rear, baseball and soccer fields out front
Façade Composition:	The front facade consists of a central 3-story motif, with 2-story wings. The main entrance is on the central building, emphasized by a limestone, double portico, whose frieze runs into the belt coursing on the rest of the building. Windows are dispersed evenly across the face, consisting of 12 over 12 panes.
Main exterior materials:	Limestone and brick
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	12/12 pivoted with stone sills; 10/10 in basement; 2 show windows on east side
Doors:	3 metal doors with wood reveal underneath a double portico
Projections:	Show window on east, addition off back of main building, cupola on top
Roof:	Flat roof; hip with cupola above central building
Stairs:	8 granite steps leading to the front door; concrete steps in rear leading to basement and back entry
Related Outbuildings:	Contains recreation and community centers; flanked by the Southwest branch of the public library and a health clinic; waterfront restaurants, and the Adams Building are locatd across the street.
Original value of site:	$192,000.00
Original cost of building:	$770,402.70
Total original cost:	$962,402.70

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post.* "Cornerstone Laid for Thomas Jefferson Memorial Junior High," December 5, 1939.
- *Washington Post.* "Thomas Jefferson Junior High $800,000 Building Dedicated," December 8, 1940.
- *Washington Star.* "Jefferson Junior High School Labors Under Great Handicaps," January 31, 1937.

Kenilworth Elementary School

Address:	1300 44th St NE
School Size:	57,100 square feet
Site Size:	155,215 square feet
Architect:	Office of the Municipal Architect
Architectural style:	Colonial Revival
Materials:	Brick and limestone
Builder:	Industrial Engineering & Construction Co.
Date of construction:	1933
Alterations & Additions:	1959, 1962
Master Plan Recommendation:	Replace
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

The Old Kenilworth School was first built in 1903. Because of deteriorating conditions, such as wall cracking, the old building was abandoned in 1931, and the pupils were moved into portables. In 1932, a contract was awarded for a four-room building. This $54,698 school was a one story, brick building. Built as a white school, it was transferred to black use in 1954. Additions have been made to the building, transforming its I plan into a U plan.

Historical Details:

Built As:	Elementary School
School Named For:	The neighborhood in which it is located

Architectural Summary:

The original building consisted of brick with limestone quoins and rough random coursed stone base. Extending back three bays, the side facades are broken by two rows of nine over nine pivoted windows. Keystones top the lower row of windows, while a wood cornice runs about a foot above the second row windows' top. The rear façade consists of only one window, aligning with the metal door below it. Two shadow windows with limestone sills and keystones flank the door that is found as a break in the ashlar. The front of the building has been added onto extending along 44th Street, yet a slightly extruded mid section with limestone quoins, shadow windows, and pivot window located on the line of symmetry can still be seen. The addition consists of awning windows, brick, and concrete.

Architectural Details:

Plan Shape:	U (with addition)
Façade Composition:	The original front façade has been covered by the new brick and concrete structure. The rear (west) façade consists of a 9 over 9 window over a metal double door, with an intermediate row of shadow windows.
Main exterior materials:	Brick and uncoursed stone
Exterior trim materials:	Painted white wood and limestone
Foundation materials:	Stone
Windows:	9 over 9 pivot with stone sill
Doors:	Double metal door
Roof:	Flat

Sources:

- *D.C. Board of Education Meeting Minutes*, October 21, 1931; October 5, 1932.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "Kenilworth School Asks 3D Portable; Seeks New Building," October 11, 1931.
- *Washington Post*. "Kenilworth Transfer to Negro Use Set for February 1," January 15, 1954.
- *Washington Star*. "Contract for New School Construction is Awarded," September 27, 1932.

John H. Ketcham Elementary School

Address: 13th & U Sts SE
School Size: 88,300 square feet
Site Size: 49,920 square feet

Architect: Snowden Ashford
Materials: Yellow brick
Date of Construction: 1908
Alterations & Additions: Several extensions between 1940s and 1960s

Master Plan Recommendation: Replace

Historical Summary:

Inspector of Buildings Snowden Ashford designed the Ketcham School as a model for the city. Its floor plan was arranged along a linear corridor, rather than around a central hallway, in order to provide for future expansion. Another novel feature of the school was the auditorium hall, placed directly under the roof. When the construction contract was awarded, Inspector Ashford noted that the quality of materials and heating and ventilating plans were superior to those of previous schools. Insistent that construction workmanship be of the highest order, Ashford asked that John L. Smithmeyer, one of the architects of the Library of Congress building, be appointed construction inspector. Plans for the school were included in the 1908 report of the Schoolhouse Commission that made recommendations on the consolidation of the city's public schools. It was named in honor of John R. Ketcham, a Congressman from New York and a District Commissioner. Between the 1940s and the 1960s, the building was extended several times, although not according to the original plan.

Historical Details:

Built As: Elementary school
School Named For: John H. Ketcham

Architectural Summary:

The Ketcham School is a two-and-a-half story building constructed of yellow brick. It was designed with a circular arched entrance that projects beyond the building line at the first story and that is crowned by battlements at the parapet. Broad ranges of windows arranged in groups of four also characterize the facade. The brick is laid to resemble rustication at the basement level, quoins at the corners, and a geometric design in the building frieze. The dormer windows in the roof indicate the location of the auditorium at the attic level.

Architectural Details:

Height (stories/feet): 2.5 stories
Main exterior materials: Yellow brick

Francis Scott Key Elementary School

Address: 5001 Dana Place NW
School Size: 17,400 square feet
Site Size: 137,998 square feet

Architect: Albert L. Harris
Date of Construction: 1928

Master Plan Recommendation: Modernize

Historical Summary:

The Francis Scott Key Elementary School was constructed to serve white students in the Palisades area of the District. Located on Dana Place just north of MacArthur Boulevard, the Key School was intended to replace the one-room Conduit Road School farther down MacArthur Boulevard. It was named in honor of Francis Scott Key, a lawyer who served as U.S. District Attorney for the District of Columbia. He was author of the Star Spangled Banner and a poet.

Historical Details:

Built As: Elementary school
School Named For: Francis Scott Key

Architectural Summary:

The design of the Key School represents an approach to extensible building design that was fully realized in the 1920s in the Murch Elementary School. As constru[illegible] in sections, a wing of a U-shaped complex could stand alone even if the central auditorium/gymnasium an[illegible]ancing wing were never completed. For the Key School, only one wing was realized. The wing provides fo[illegible] classrooms with six classrooms on each floor arranged along a narrow corridor with three rooms on each side. The main elevation on the west is marked by an entrance portico surmounted with a wrought iron balcony and Palladian window at the second story. The central section of this elevation projects slightly from the main building line and is crowned by a gable roof with broken pediment. Limestone quoins mark the corners of the central section and the corners of the building. The side elevations measure 14 bays long. The first story windows of the side elevations have a bold limestone keystone, while the second story windows have a narrow limestone keystone. An unadorned cupola is placed at the center of the roof.

Architectural Details:

Height (stories/feet): 2 stories
Plan Shape: U
Exterior trim materials: Limestone

Ephram Gardner Kimball Elementary School

Address: 3375 Minnesota Ave SE
School Size: 83,400 square feet
Site Size: 64,478 square feet

Architectural style: Georgian
Materials: Red brick, limestone
Date of construction: 1942
Alterations & Additions: 1945

Master Plan Recommendation: Replace

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

Not available

Historical Details:

Built As: Elementary school
School Named For: Ephraim Gardner Kimball

Architectural Summary:

The Kimball School is a red brick, two-story structure. Its original front façade consisted of a brick front with no other windows than a circular one above the portal. The main entrance consisted of a double metal door recessed from a limestone portal with Doric Pilasters and engraved entablature. A limestone band runs along the base of the façade, and at the bottom of a shallow parapet wall, capping the building. Brick quoins wrap from the front to side facades where 9 over 9 pivot windows are grouped, spreading three bays deep. Additions have been made off the building's east side, with an auditorium reaching out towards the north. The current main entry consists of lighter brick, awning windows, and an exposed concrete canopy over the front entry.

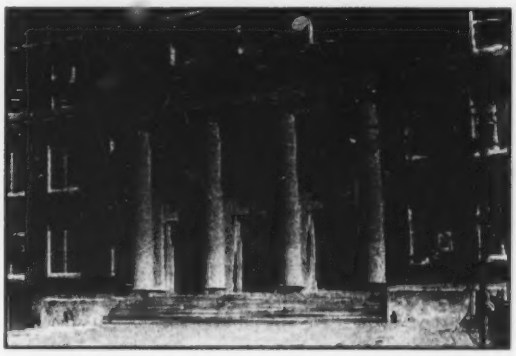
Architectural Details:

Exterior Condition:	Fair
Height (stories/feet):	30'
Plan Shape:	Rectangle
Basement:	Yes
Landscape/Streetscape:	Chain-link fence and parking
Façade Composition:	The main façade is brick and consists of a single entry atop 7 steps. The door is recessed, and framed by a limestone portal. A circular window is located above the doorway, along the façade's line of symmetry.
Main exterior materials:	Brick
Exterior trim materials:	Brick quoins, limestone base and cornice
Windows:	12 over 12 pivot; 9 over 9 pivot; circular above doorway
Doors:	Double metal
Roof:	Flat
Stairs:	Concrete stairs leading to all doorways

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Daily News.* "Parents Win Addition at D.C. School," December 17, 1945.

Stephen Elliot Kramer Junior High School



Address:	1700 Q St SE
School Size:	154,000 square feet
Site Size:	190,790 square feet
Architectural style:	Colonial Revival/ Neo-Classical
Materials:	Brick and limestone
Builder:	Ross Engineering Co.
Date of design:	1941
Date of construction:	1943
Master Plan Recommendation:	Replace
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

In 1942, the way was cleared for the completion of Kramer School. There had been much debate and discussion whether it would be used by an emergency government agency; but the decision was made by the War Productions Board that the primary and sole purpose of the building would be as a junior high school. Because of such problems concerning the government, the Ross Engineering Co., Inc. did not complete the construction until April of 1943 (just shy of two years after the contract was signed). The new building was smaller than the old, consisting of 24 classrooms and 13 special rooms. It also showed the effects of the war by its lack of metal tipped chairs and showers. When the school opened on April 12, 1943, 1240 pupils attended, and by 1948, 1490 students attended the school built to house only 1000. Kramer had the highest junior high school enrollment in the city. Due to overcrowding, swing shifts were being enforced at the school until October of 1948.

Historical Details:

Built As:	Junior high school
School Named For:	Stephen Elliot Kramer

Architectural Summary:

Kramer Junior High School is a brick three-story building, consisting of a central auditorium. An extruded Doric double portico emphasizes its main entrance of three metal doors. The side entrance is defined by a single story limestone Doric portal, topped with an iron rail balcony. Limestone belt coursing runs above the second and third floors of the building, offsetting the verticality of the portico columns. Twelve over twelve windows pierce the third floor, while double nine over nine span the bottom two floors. Arched windows decorate the rear (north) of the building.

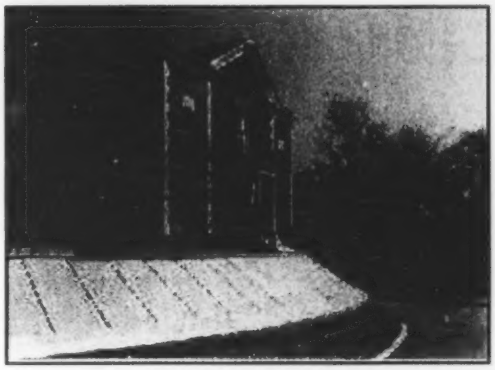
Architectural Details:

Exterior Condition:	Fair
Height (stories/feet):	42'
Plan Shape:	Rectangle
Interior Floor Plan:	Central auditorium; gym on north side
Basement:	Yes
Landscape/Streetscape:	Surrounded by chain-link fence; basketball courts along P St; parking in the rear
Façade Composition:	The main façade is composed of 12/12 and double 9/9 double hung windows. A stone double portico marks the main entrance, sitting atop 8 steps leading from the sidewalk. A stone belt course runs below the third floor.
Main exterior materials:	Brick
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	12/12 (third) and double 9/9 double hung (first and second); pivot windows in basement
Doors:	3 metal doors underneath the front portico
Roof:	Flat
Stairs:	8 leading to the front and side entries
Related Outbuildings:	An iron structure housing maintenance and the operations branch; formerly used for classrooms
Original value of site:	Not available
Original cost of building:	$948,859.94

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post.* "Way Cleared for Kramer School Building," February 19, 1942.
- *Washington Post.* "Kramer Junior High, Bursting with Students, Holds Full Time Classes," October 10, 1948.
- *Washington Post.* "Offering Not-So-Secret Service," February 10, 1994.
- *Washington Star.* "New Kramer School Shows Effects of War Restrictions," March 24, 1943.
- *Washington Star.* "Dr. Kramer Eulogized at Dedication of New Junior High School," December 10, 1943.
- *Washington Star.* "Swing Swifts likely at Kramer if New Junior High is not Built," 1953.
- *Times-Herald.* "New Kramer School Opens," April 12, 1943.
- *Times-Herald.* "Fire Damages Kramer School," November 3, 1944.

Lafayette Elementary School



Address: 5701 Broad Branch Rd NW
School Size: 113,600 square feet
Site Size: 258,078 square feet

Architect: Nathan C. Wyeth
Architectural style: Colonial revival
Materials: Red brick and limestone
Builder: Charles S. Bennett, Inc.
Date of construction: 1931
Alterations & Additions: Second wing added in 1938; open-spaced modern school and gym in 1977

Master Plan Recommendation: Modernize

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

Dedicated in November of 1931, the Lafayette School consisted of eight rooms. Preceded by Broad Branch Rd., portables built in 1928, Lafayette's first year of enrollment housed 401 pupils in a building designed for 320. By 1938, the school had over 500 students, eventually leading to the addition of a second wing. In the early 50's, much boundary dispute existed, resulting in the relocation of pupils to Murch School to prevent overcrowding. They soon, however, were sent back. In 1977, a $14.5 million open-spaced school was erected on the site, with renovations to the former school auditorium, preserving the old brick wall.

Historical Details:

Built As: Elementary school
School Named For: Marquis de Lafayette

Architectural Summary:

Designed in the Colonial style, the Lafayette school consists of five sections, including one peaked central bay and two projecting wings. The central bay acts as the main entrance with three arched openings through which one passes to reach the set back metal doors. Above the three arched are twelve over twelve pivot windows with stone sills and keystone, set into a common course red brick facade. Verticality is achieved through the direct central alignment of the cupola, pediment, circular window, window, arch, and pedimented central door. The projecting bays, comparably brick with limestone quoining, allow for entrance through their small projecting portico, sitting underneath a Palladian window (the only true window on the facade). The projecting wings' inward facades consist of three groupings of window including twelve over twelve, nine over nine, and show windows. The building extends three bays deep, overlooking an asphalt playground. In the north and east additions have been made to the building, inconsistent with the original architecture.

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Architectural Details:

Exterior Condition:	Good
Interior Condition:	Good
Plan Shape:	U
Interior Floor Plan:	Auditorium on northeast; gym at east, classrooms in wings
Basement:	Yes
Mechanical Systems:	Oil
Landscape/Streetscape:	Residential, baseball field, recreation center, park, tennis courts, playground
Façade Composition:	Symmetrical. The central, recessed building houses the main entrance. Three arched doorways mark the entrance, with 12 over 12 windows above each. The wings have their own entrances under a slightly extruded portico with iron rail balcony. Above these are palladian windows recessed in a brick arch with limestone springlines and keystones.
Main exterior materials:	Brick and uncoursed rough stone
Exterior trim materials:	Limestone
Foundation materials:	Stone
Windows:	12 over 12 pivot with stone sill, 9 over 9 near bay window, ribbon on additon
Doors:	Metal, set back, topped with pediment
Projections:	Cupola; slightly extruded entrance pavilion; wings; show windows looking into inner court; portals on wings
Roof:	Hip with gables at wing fronts, flat on addition
Stairs:	20 concrete stairs up the hill, 6 granite steps to the wing doors; concrete steps in back leading to soccer field
Related Outbuildings:	Daycare and recreation center

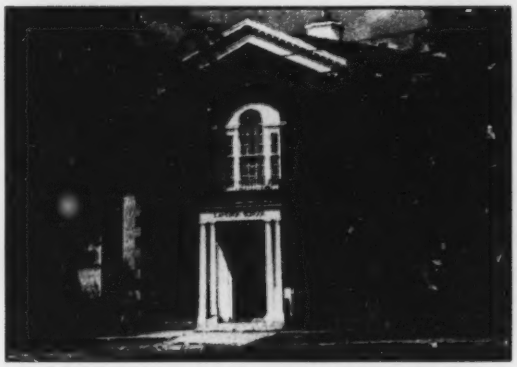
Sources:

- *DC Board of Education Meeting Minutes.* January 7, 1931; March 18, 1931
- *Northwest Current.* "The Brightest and Shiniest Part Will Always Be the Children," November 3, 1977.
- Sumner School Vertical Files
- *Times-Herald.* "Board Orders Pupils Back to Lafayette," October 18, 1951.
- Washingtoniana Collection
- *Washington Post.* "School Area Dispute Goes to Corning For Restudy," July 3, 1951.
- *Washington Post.* "Lafayette School Officials Protest Scarcity of Space," December 3, 1932.
- *Washington Post.* "Lafayette School...Blossoms into Modern School," May 22, 1938.
- *Washington Star.* "New Chevy Chase School Dedicated," November 10, 1931.

Langdon Elementary School

Address: 1900 Evarts St NE
School Size: 101,400 square feet
Site Size: 105,390 square feet

Architect: Albert L. Harris
Architectural style: Colonial Revival
Materials: Brick, limestone, wood
Date of Construction: 1928-1930
Alterations & Additions: 1959: classrooms off east wing; 1970: annex off west wing, learning center in courtyard.



Master Plan Recommendation: Modernize

Historical Summary:

The Langdon Elementary School is named for the surrounding community, Langdon Park, developed largely by the Baker family whose ancestral home in England bore the same name. Municipal Architect Albert L. Harris designed the school in 1928 as the "first of a new type of [school] building," consisting of two two-story classroom wings connected by a corridor. On the cross axis of the corridor is an auditorium/gymnasium block. This design responded to concern that no grade school have more than one flight of stairs. The design also provided for an extensible design with coherent sections, each of which could stand on its own. The Langdon School model was used for other public school buildings in the District, including the Murch Elementary School (a complete composition) and the Key Elementary School (a partial realization of the larger scheme). Until 1954, the Langdon-School served the largely white Jewish community that surrounded it. After 1954, the school's population changed in relation to that of the surrounding community. By the early 1960's, the school's students were predominantly black. Likewise, the building's form expanded according to changing educational requirements. In 1959, a classroom addition was appended to the rear of the east wing. In 1970, an annex was added to the rear of the west wing and a "learning center" constructed within the original courtyard.

Historical Details:

Built As: Elementary school
School Named For: Langdon Park neighborhood

Architectural Summary:

The original design provided for a U-shaped configuration with two two-story classroom blocks or wings connected by a long narrow corridor. The west wing was smaller than the east wing; it held four classrooms per floor, while the east wing held six per floor. The building was designed in the Colonial Revival style and built of red brick with limestone and wood trim. Today, the appearance of the original building is most evident in the south facades of the classroom wings. The main facade of each wing provides for entrances through a projecting portico made up of double Ionic columns supporting a cornice and wrought iron balcony. A Palladian window is located at the second floor and is recessed slightly from a circular brick arch. Limestone blocks are located at the keystone and at the spring line. The center of each facade is emphasized by a broken pediment at the roofline. Limestone quoins set off a central pavilion that projects slightly from the main building line. The classroom wings are also marked by cupolas at the pent of the roof, each with a green copper roof and finial.

Logan Assessment Center

Address:	3 & G Sts NE
School Size:	47,200 square feet
Site Size:	90,130 square feet
Architectural style:	Colonial Revival
Materials:	Brick and limestone
Builder:	John W. Hunt Co., Inc.
Date of construction:	1935
Alterations & Additions:	1948 addition of auditorium in rear
Master Plan Recommendation:	No recommendation – administrative building
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Logan School was originally built in 1891. It was not until 1935, however, that the present building on the other side of 3rd St. was constructed and occupied, using the old building as an annex to the new. In 1946, a $350,000 addition was approved. By 1949 the two new wings were completed for $498,000. The addition to the sixteen-room building included ten classrooms, a library, kindergarten, recreational room, for offices, and a combination auditorium-gym to house 885 pupils. The same year, the old building was sold to the Lalor Medical Center, and in the mid 1980's, developers purchased the building and converted it into a condominium residence. Alterations to the new building were made in 1965. Today, the building is used for administration purposes.

Historical Details:

Built As:	Elementary school
School Named For:	John A. Logan
Other Historic Names:	John A. Logan Elementary School

Architectural Summary:

This U-shaped Colonial Revival building consists of a central main building that extends in the back beyond its wings. In the front (the north side), the two wings protrude out to face G St. The front façade consists of brick with limestone trim and wood cornice. Three twelve over twelve pivot windows sit above three metal doors, five steps above the walkway below. The wings, extending back three bays, look into a central court through a show window and twelve over twelve windows. The wings' facades consist of an iron-rail balcony atop a classical portico and beneath a Palladian window, which is slightly recessed in a brick arch with limestone keystone and springlines. Broken pediments and flat hip roofs top the wings with front gables. The protruding rear consists of brick quoins and large grated windows.

Architectural Details:

Exterior Condition:	Poor
Height (stories/feet):	30'
Plan Shape:	U
Basement:	Yes
Landscape/Streetscape:	Surrounded by chain-link fence; parking lot on west side; lawn on south side
Façade Composition:	The main façade consists of a recessed central portion, which includes three metal doors and three twelve over twelve stone-silled windows beneath a wood cornice. Portico's supported by Doric columns emphasize the wing facades, where entry is also accessible.
Main exterior materials:	Brick
Exterior trim materials:	Limestone and wood
Foundation materials:	Concrete
Windows:	12/12 pivot with wood frame and stone sill; Palladian windows over wing entries
Doors:	Three main double metal doors, slightly recessed and with limestone keystone; metal double door under portico on wings
Projections:	Auditoruim projects off south side
Roof:	Hip roof; flat roof over auditorium
Stairs:	5 leading to front doors
Related Outbuildings:	Classroom building in lot on south side

Sources:

- *D.C. Board of Education Meeting Minutes*, September 13, 1933; November 15, 1933; September 19, 1934; March 6, 1935; June 5, 1935.
- *Washington Afro-American*. "Two Logan School Wings Await Acceptance for Use Next Monday," March 9, 1949.
- Washingtonian Collection
- Sumner School Vertical Files

Harry B. Macfarland Junior High School

Address: 4400 Iowa Ave NW
School Size: 110,000 square feet
Site Size: 382,740 square feet

Architect: Albert L. Harris
Date of Construction: 1923
Alterations & Additions: 1925 addition of the north block; 1931 addition of south wing

Master Plan Recommendation: Modernize

Historical Summary:

The Harry B. F. Macfarland Junior High School was designed according to a plan that was identical with that of Langley Junior High School, its contemporary. The design served as a model for a junior high school in the District of Columbia. The school is located on a large site in Northwest Washington that later was shared with Theodore Roosevelt Senior High School. Constructed to serve white students, the school was named in honor of Macfarland, a lawyer, newspaper correspondent, and a District Commissioner from 1900 to 1910.

Historical Details:

Built As: Junior high school
School Named For: Harry B. Macfarland

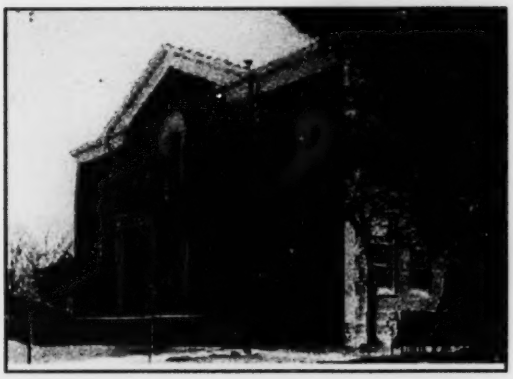
Architectural Summary:

The original block of Macfarland Junior High School was designed as a three-story structure, with fifteen evenly spaced windows along the main elevation on the east. The bays are separated by brick pilasters that extend from the second story sill line to the third story lintels. The pilaster bases and capitals are tied together with limestone stringcourses. At the first--story, three entrances with limestone surrounds, a canopy over the entrances, and a long limestone strip at the frieze with the name of the school highlight the center three bays. The end bays project slightly from the main building line, are punctuated by a narrow window at each story, and mark the location of stairways on the interior. A terra cotta modillioned cornice crowns the building.

Architectural Details:

Height (stories/feet): 3 stories
Exterior trim materials: Limestone, terra cotta

Horace Mann Elementary School



Address: 4430 Newark St NW
School Size: 21,903 square feet
Site Size: 258,078 square feet

Architect: Albert L. Harris
Architectural style: Colonial Revival
Materials: Brick, limestone, uncoursed rough stone
Builder: Northeastern Construction
Date of construction: 1931
Alterations & Additions: One story brick school and community center addition in 1985

Master Plan Recommendation: Modernize

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

The Horace Mann School was not the first to be located on its site. The original buildings there were Civil War frame structures built in 1864, known as the Tunlaw Road School. From 1927 until 1931, four one room frame portables known as the Wesley Heights Portables occupied the space. In 1931, Northeastern Construction Company received a $132,500 contract to construct the Mann School. Designed in the new capital type, this sixteen room and auditorium extensible two-story building was dedicated on November 11, 1931. In 1985, private funds were collected to build a $150,000 multipurpose school and community center on part of the existing playground.

Historical Details:

Built As: Elementary school
School Named For: Horace Mann
Other Historic Names: Tunlaw Road School, Wesley Heights Portables

Architectural Summary:

Planned to become a U-shaped building, the original structure consisted of a single three bay deep building of the reminiscent colonial style. The front facade consists of an ironed railed balcony over a wood portico with metal door and fanlight. Above the balcony is a Palladian window recessed in a brick arch with limestone springline and keystone. The central slightly protruding section is trimmed with limestone quoins and topped with a broken wooden, corbelled pediment. The windows are three sections double-hung windows topped with a limestone keystone. The east facade includes a show window looking over the parking lot out to the playing field below. Attached to the first bay of the west side is an arm containing additional classrooms and library, helping to enclose an asphalt topped playground. At the southwest of the building is a portable building from the Lafayette School.

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Architectural Details:

Exterior Condition:	Good
Interior Condition:	Fair
Height (stories/feet):	30'
Plan Shape:	Originally a rectangle, now L
Basement:	Yes
Mechanical Systems:	Water radiator
Landscape/Streetscape:	Asphalt playground on east side; chainlink fence; playground on north side down the hill; parking lot, soccer and baseball fields on west
Façade Composition:	Brick façade with slightly extruded mid section consisting of main entry. The door is set back under a one-story portico supported with Doric columns, topped by an iron rail, and located underneath a Palladian window with a broken pediment.
Main exterior materials:	Red brick and uncoursed rough stone
Exterior trim materials:	Limestone
Foundation materials:	Stone
Windows:	8 over 8 over 8 single hung with limestone sill and keystone; show window on 45th Street side; Palladian window over entrance
Doors:	Metal double door marked by portico; double metal door to enter addition
Projections:	Show window on 45th St. side; addition on east side
Roof:	Hip roof with front gable
Stairs:	2 concrete, then 7 grantie steps leading to the main door; 5 concrete steps leading into addition on Macomb St. side
Related Outbuildings:	Metropolitan nursery school, portable building out back
Original value of site:	Not available
Original cost of building:	$132,500

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post.* "Horace Mann School Site First Used Six Decades Ago," November 15, 1931.
- *Washington Post.* "Parents Bankroll School," June 27, 1985.
- *Washington Star.* "New Mann School is Dedicated Here," 1931.

John Walker Maury Elementary School

Address: 13th & Constitution NE
School Size: 46,800 square feet
Site Size: 74,384 square feet

Architect: Office of the Building Inspector
Materials: Red brick
Date of Construction: 1886

Master Plan Recommendation: Modernize

Historical Summary:

The John Walker Maury Elementary School was constructed for white students in the Capitol Hill neighborhood. The school was named in honor of the 14th mayor of the City of Washington who served from 1852 to 1854. Maury was also a prominent lawyer, president of the Bank of the Metropolis, and trustee of Columbian College in the District. By the early 1950s, demographic changes on Capitol Hill shifted, creating a greater demand for black classroom space. In 1951, Maury School was transferred to the black school divisions. After the integration of the District's public schools, Maury School served elementary age children of all races in the immediate area of Capitol Hill.

Historical Details:

Built As: Elementary school
School Named For: John Walker Maury

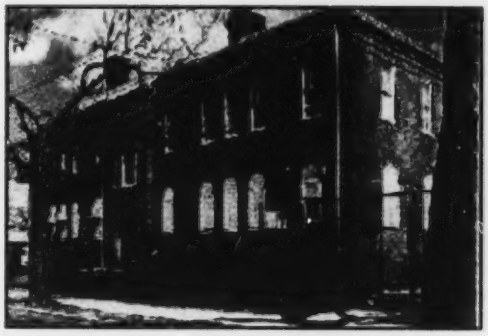
Architectural Summary:

The original block of Maury School is a typical and well-maintained example of simple red brick school building the Office of the Building Inspector designed during the 1880s and 1890s. It is a two-story building with a tower rising out of the central projecting pavilion of the main facade. The building gains interest from the decorative pressed brick of the segmental arches that serve as window lintels. A string course composed of vertically laid brick placed at an angle is located between the first and second stories. The use of brick patterns at the cornice line and a brick stringcourse at the watertable also serves to relieve the plainness of the facade.

Architectural Details:

Height (stories/feet): 2 stories
Main exterior materials: Red brick
Exterior trim materials: Decorative pressed brick

Luke C. Moore Academy



Address: 10th & Monroe Sts NE
School Size: 26,911 square feet
Site Size: 60,000 square feet

Architect: Office of the Building Inspector
Date of Construction: 1891
Alterations & Additions: 1903

Master Plan Recommendation: Modernize

Historical Summary:

Luke C. Moore Academy, the new name of the old Brookland School, is located in the midst of a historic community founded in 1873 along the railroad line and far removed from the central city. It was constructed to serve white students. The original block, closest to the corner, was typical of the many eight-room schools the office of the Building Inspector designed in the 1880s and 1890s. A four-room addition, designed in the Renaissance style by Washington architect Stanley B. Simmons, was appended to the east in 1903.

Historical Details:

Built As: Elementary school
School Named For: Luke C. Moore
Other Historic Names: Old Brookland School

Architectural Summary:

The main elevation facing Monroe Street is articulated by a projecting central tower with the name of the school and a small Romanesque arcade above the cornice line. On either side are sections of three bays each. At the first story, the windows are joined under an arcade of round arch hoods. At the second story, the windows are finished with flat arches. The vertical lines of the tower and the windows are balanced by horizontal brick stringcourses at the window arch and sill lines. A slate-covered mansard roof crowns the entire composition. The 1903 addition is notable for its example of how school buildings were enlarged to accommodate increased numbers of students. The Brookland addition was designed in the Italian Renaissance style with decorative keystones, medallions, quoins, and a Venetian window on the side elevation. The pressed metal cornice on the addition is embossed with small, evenly spaced lion's heads.

Ben W. Murch Elementary School

Address: 36th & Ellicott Sts NW
School Size: 47,700 square feet
Site Size: 113,814 square feet

Architect: Albert L. Harris
Date of Construction: 1929
Alterations & Additions: 1929: auditorium/ gymnasium & Davenport wing; 1931: Ellicott wing; 1988: Kaufman wing

Master Plan Recommendation: Modernize

Historical Summary:

The Ben W. Murch Elementary School was built on the site of the old Grant Road School (1864), named for Grant Road that ran from the Reno community to Broad Branch Road. Construction of the school required that a hill be leveled. In view of the recent development of junior high school to serve grades 7 through 9, the Murch School was designed to serve grades through 6th. The building was designed to spread building over more ground because it rose two stories high, rather than three, in order to serve younger children. It also was designed to be expansible; its various parts could be built in phases, without looking "disfiguring or uninteresting" until the entire scheme was completed, e.g., the phased construction of the Oyster and Powell schools. The school was named in honor of Ben W. Murch, an educator who enjoyed a long and successful association with the D.C. Public Schools. His career began at Curtis School in Georgetown and culminated with the position of supervising principal of public schools from 1908 to 1927.

Historical Details:

Built As: Elementary school
School Named For: Ben W. Murch

Architectural Summary:

The Murch School exemplifies the fully realized U-shaped courtyard building design and is identical to the plans for the/Langdon School in northeast Washington. The central section is situated at the bottom of the U, while the classroom wings serve as the sides of the U. This section consists of a central pavilion that projects from the building line and contains three arched entrances, forming an arcade-like effect. A window is located above each entrance. Above the windows is a broken pediment with a bull's eye window in the center. A decorative cupola with dome and weathervane adorns the roof. The east and west classroom wings resemble the single wing of the Key School, with entrance porticoes and a Palladian window above. A grassy lawn fills in the courtyard.

Architectural Details:

Height (stories/feet): 2 stories
Plan Shape: U

Park View Elementary School

Address: Warder & Newton NW
School Size: 82,200 square feet
Site Size: 65,220 square feet

Architect: Snowden Ashford
Architectural Style: Collegiate Gothic
Date of Construction: 1916
Alterations & Additions: North and south wings in the style compatible with the original section

Master Plan Recommendation: Modernize

Historical Summary:

The origins of the Park View Elementary School can be traced back to the early 20th century when the Park View neighborhood was developed as a residential suburb near the Soldiers' Home. In 1908, the newly formed citizens' association made a successful appeal to the U.S. Congress for funds to purchase land for school purposes. Over the following eight years, the citizens persevered in pressing for construction funds. When completed, the Board of Education recommended that the building be named in honor of former District commissioner Lemon G. Hine. However, in recognition of the community's efforts on behalf of the school, the District Commissioners bowed to the residents' wishes that the school be named the Park View School. Intended to serve white students, the Park View School became overcrowded by the 1920s. By the late 1940s, the racial makeup of the neighborhood changed from predominantly white to a predominantly black. The nearby black schools were overcrowded while the white schools were under-enrolled. In 1949, the school was transferred from the white divisions to the black divisions.

Historical Details:

Built As: Elementary school
School Named For: The surrounding community

Architectural Summary:

Municipal Architect Snowden Ashford designed the Park View School in the Collegiate Gothic style, his preferred style for school buildings. In appearance, it is reminiscent of the Cardozo (Central) High School and Eastern High School buildings. The original section of the Park View School consists of a central block flanked by two classroom blocks. A long enclosed terrace leads from Warder Street to the entrance door which is located through a one story projecting bay adored with a gothic entrance, limestone gothic panels, and limestone trimmed but tresses. The classroom blocks are articulated with broad banks of windows, decorative limestone panels, and a castellated roofline. The interior is notable for the striking wooden truss that supports the auditorium roof.

Walter B. Patterson Elementary School

Address:	4300 S. Capitol St SW
School Size:	65,200 square feet
Site Size:	101,281 square feet
Architect:	Nathan C. Wyeth
Architectural style:	Modern
Materials:	Red brick and concrete
Builder:	J. D. Hedin Construction Company
Date of construction:	1945
Alterations & Additions:	1955 addition on west
Master Plan Recommendation:	Replace
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

In 1942, a contract for $52,000 was let to J.D. Hedin Construction Company to built the new eight room temporary Patterson School. Because of overcrowding and hazards for flyers of Bolling Field runway and the children, however, the temporary was abandoned in November of 1943. On April 9, 1945, the new building opened with a special ceremony attended by 750 students. This new school had twenty classrooms, a library, practical arts room, playground, kitchen, auditorium, and office. The first addition was made in 1955. As of 1993, the school had 60% occupancy.

Historical Details:

Built As:	Elementary school
School Named For:	Walter B. Patterson

Architectural Summary:

Patterson is a brick building with exposed concrete belt coursing. The main entrance is defined by a slightly extruding tower-like portion of brick with a column of nine over nine windows, and a rounded concrete protrusion providing weather protection above the doorway. An American flag flies above the entrance, connected below the first window. 6 over 6 windows decorate the facade. Three floors make up this L-shaped building. On the ground floor is located a lunchroom, general storage, four kindergartens, a book room, boiler room, and other classrooms. An auditorium, lobby, main office, library, teachers lounge, and classrooms comprise the first floor. Above, on the second floor, is the upper portion overlooking the auditorium, two computer labs, restrooms, and additional classrooms.

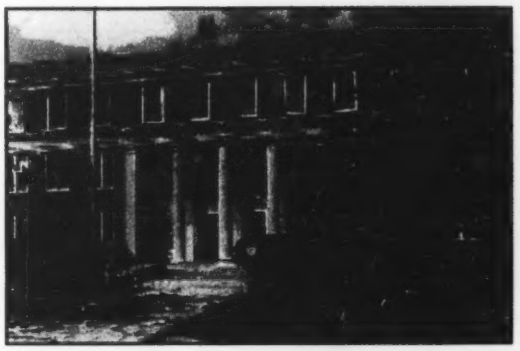
Architectural Details:

Exterior Condition:	Fair
Height (stories/feet):	36'
Plan Shape:	L
Interior Floor Plan:	(West to east) ground floor: kindergartens, storage, lunch room, book room, boiler room, and classrooms; first floor: classrooms, auditorium, lobby, main office, library, and teachers lounge; second floor: open area overlooking auditorium, computer labs
Mechanical Systems:	Central heating plant consists of two oil fired steam boilers with combination gas/oil burners
Landscape/Streetscape:	Chain-link fence; grass yard
Façade Composition:	The main facade consists of red brick with exposed concrete belt coursing. The main entrance is defined by slightly extruded brick section with a column of windows.
Main exterior materials:	Red brick with concrete bands
Exterior trim materials:	Concrete
Foundation materials:	Concrete
Windows:	Wood astral, 6 overe 6 on front; 15 over 15 on side; 9 over 12 over entry
Doors:	Double acting wood doors
Projections:	Entrance "tower" is slightly extruded
Roof:	Flat

Sources:

- *D.C. Public Schools' Facilities Reassessment Report*. Office of the Chief Operating Officer/ Director of facilities program analysis and evaluative division. March 1997.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "Rites Open New School in Southwest," April 10, 1945.
- *Washington Star*. "New Patterson School Opens Tomorrow with Special Ceremony," April 8, 1945.

Edward A Paul Junior High School



Address: 5800 8th St NW
School Size: 128,400 square feet
Site Size: 328,800 square feet
Architectural style: Colonial Revival/ Neo-Classical
Materials: Brick, limestone trim
Builder: A Lloyd Goode Inc.
Date of Design: 1929
Date of construction: 1930
Alterations & Additions: 1932 two wings and recreation center; 1958 four classrooms

Master Plan Recommendation: No recommendation – public charter school

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

In November of 1930, the completion of the Paul School was urged. The school had been occupied since February of 1930, but overcrowded conditions necessitated a bigger building. An additional two wings and development of Takoma-Manor Park Recreation Center and Fort Slocum Park were built and completed in 1932. From 1931 through 1938, the old Brightwood School was used as an annex to Paul. In 1958, a four room addition was made, increasing the number of classrooms to forty seven and capacity to 1126 students.

Historical Details:

Built As: Junior high school
School Named For: Edward A Paul

Architectural Summary:

This red brick and limestone building consists of three main bays, connected by recessed sections. The mid bay consists of the auditorium, flanked by shops and home economic facilities, the main office, and the lobby. The wings house the bulk of the classrooms. The front façade consists of a protruding limestone portico, supported by Doric columns and topped by a corbelled pediment. A wooden cupola sits on top of the hipped rood, aligning with the center of the three main metal doors, each topped by a fanlight. The main entrance is raised 11 steps above the street line. The majority of windows along the front façade consist of 30 panes arranged in double hung windows. A belt course separates the first floor of limestone façade from the upper floors of red brick. Decorative quoins are located at the edge of the building bays as well as set in from the edge. The wings consist of a small portico, yet they do not have stairs leading down to the street. In the rear (west) is an asphalt playground with basketball courts and on the north side a field faces a residential area.

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Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	3/36
Plan Shape:	Rectangle
Interior Floor Plan:	Central auditorium, gyms and classrooms in wings, boiler room on south side
Mechanical Systems:	Steam (boiler room)
Landscape/Streetscape:	Chain-link fence on east, north and south; basketball courts, mechanical equipment and pavement on east, field on south side
Façade Composition:	Symmetrical with limestone pedimented portico supported by Doric columns, limestone first floor, red brick upper 2 floors, 3 arched central doorways, flanked by 2 wings of similar material composition
Main exterior materials:	Red brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	15 over 15 double hung (with sidelights on main pavilion, 10 over 10 on top row of rear
Doors:	3 metal front double doors with fanlights, recessed in arched openings, similar doors on adjacent wings in rear and front
Projections:	Slightly protruded portico, wings extrude slightly past central building
Roof:	Shingled hip roof with front gable over entrance
Stairs:	11 leading to main entrance
Original value of site:	Not available
Original cost of building:	$500,087.64

George Peabody Elementary School

Address: 5th & C Sts NE
School Size: 37,800 square feet
Site Size: 30,606 square feet

Architect: Office of the Building Inspector
Materials: Red brick, bluestone
Date of Construction: 1880

Master Plan Recommendation: Modernize

Historical Summary:

Intended to serve white students, the school originally was named in honor of Pierre Charles L'Enfant, the designer responsible for the city's plan and parks. The bluestone entablature had been chiseled with the name, "L'Enfant School." However, the resident protested the name because their children would be teased about attending an "infant's school." The school was then named in honor of philanthropist and banker George Peabody.

Historical Details:

Built As: Elementary school
School Named For: George Peabody
Other Historic Names: L'Enfant School

Architectural Summary:

Rising four stories, the Peabody School was the largest school of its day. It was constructed of red brick with bluestone trim at the window lintels and sills. The main elevation is articulated with a central projecting pavilion flanked by recessed sections of three bays each. The central pavilion is ornamented with corbelled brick, round arch windows, and bull's eye windows. Stone stringcourses tie together the window lintels and sills. The surviving wrought iron fence enhances the appearance of the building. The unusual fourth story penthouse, which houses an auditorium, is recessed back from the building line and is sheathed in wood. The interior layout provides for unusually spacious central halls and unique double-loaded staircase.

Architectural Details:

Height (stories/feet): 4 stories
Main exterior materials: Red brick
Exterior trim materials: Bluestone

Seth Ledyard Phelps Career Senior High School

Address:	704 26th St NE
School Size:	136,000 square feet
Site Size:	1,850,429 square feet
Architectural style:	Colonial Revival/ NeoClassical
Materials:	Brick, wood, limestone
Builder:	Catalano Construction
Date of construction:	1934
Alterations & Additions:	1972: multi-purpose room on the east side
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

Built in 1934 as a black school, this $312,000 building was a school that focused on vocational education. In 1942, this male school first accepted the enrollment of women. Soon the school became known as a career, rather than vocational school.

Historical Details:

Built As:	Vocational high school for men
School Named For:	Seth Ledyard Phelps
Other Historic Names:	Phelps Vocational High School

Architectural Summary:

This Colonial Revival / Neo-Classical building, located behind Browne Junior High School, emphasizes its portal through an extruded central pavilion with a two story portico topped with a corbelled pediment, all at the top of sixty three steps. On top of a hill, the school looks down into the parking lot below and out over the fronting Browne School. Each side of the entrance is divided into six smaller sections identified by the window grouping of the twelve over twelve windows. On the north side is a brick and exposed concrete addition with ribbon windows. On the west side, a series of flat-roofed rectangular brick structures with arched openings extend off of the original south facade consisting of brick quoins, pedimented doorway and wood frames, stone silled window.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	28'
Plan Shape:	T
Basement:	Yes
Landscape/Streetscape:	Grassy hill with concrete steps in front
Façade Composition:	The principal facade is long and narrow. The main entrance is emphasized by a slightly extruded mid-section of the building, topped with a pediment, extending down through wooden pilasters. Twelve over twelve windows in groups of four spread across the facade.
Main exterior materials:	Red brick, wood
Exterior trim materials:	Limestone base, brick quoins
Windows:	12 over 12 wood astral
Doors:	Double acting wood doors
Projections:	None
Roof:	Hip roof with front gable
Stairs:	57 concrete steps with 6 granite steps leading up the hill to the front door
Related Outbuildings:	Greenhouse out back, Browne and Young schools in front
Original value of site:	Not available
Original cost of building:	$311,744.41

Sources:

- D.C. Board of Education Meeting Minutes, March 7, 1934.
- Sumner School Vertical Files
- Washingtoniana Collection
- Washington Star. "Abbott and Phelps Schools Admit Women for First Time," September 20, 1942.

William B. Powell Elementary School

Address: 1350 Upshur St NW
School Size: 38,500 square feet
Site Size: 101,540 square feet

Architect: Albert L. Harris
Date of Construction: 1929
Alterations & Additions: 1959: new classroom block was appended to the east wing

Master Plan Recommendation: Modernize

Historical Summary:

The William B. Powell School was constructed in the northwest quadrant of the District of Columbia in 1929. It was named in honor of Powell, the Superintendent of the D.C. Public Schools at the end of the 19th century. Like many school buildings of the 1920s, the Powell School was designed as an extensible school. The building was constructed in sections, in response to an expanding population. In common with the Oyster School, however, the original design was never completed. Only the east wing and the central section with the rear assembly room/gymnasium were built. When enlarged in 1959, the new classroom block was appended to the east wing.

Historical Details:

Built As: Elementary school
School Named For: William B. Powell

Architectural Summary:

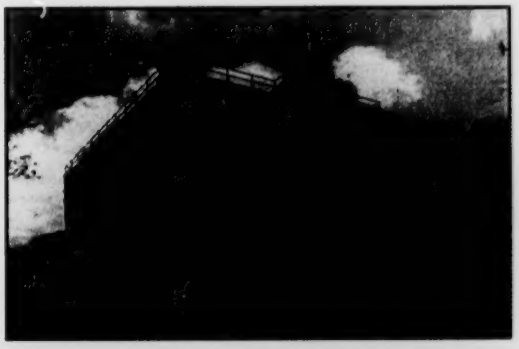
The original Powell School design called for a central projecting classical temple front leading to the auditorium. The central pavilion is flanked by a long classroom wing that is recessed behind the line of the temple front. The temple front is composed of four equally spaced Doric columns that rise two stories to support a frieze with the name of the school and a pediment with an octagonal window at the base. A cupola and weathervane draw the eye up from the temple front. Recessed behind the line of columns are three entrances. The central door is topped by a broken pediment and urn while the side doors are topped by a triangular pediment. Recessed behind the entrances are original doors with paneled wooden reveals.

Randle Highlands Elementary School

Address: 30th & R Sts SE
School Size: 52,900 square feet
Site Size: 155,216 square feet

Architect: Snowden Ashford
Architectural Style: Elizabethan
Materials: Red brick and limestone
Date of Construction: 1911-12

Master Plan Recommendation: Modernize



Historical Summary:

Randle Highlands was a rapidly growing community located south of Pennsylvania Avenue, S.E. between the Anacostia River and the Maryland line. The influx of families created overcrowded schools and the pressing demand for a new facility closer to Pennsylvania Avenue. In 1910, the U.S. Congress appropriated funds for the building and A. E. Randle donated a one-acre site for the new school.

Historical Details:

Built As: Elementary school
School Named For: Surrounding community developed by A.E. Randle

Architectural Summary:

The main west facade is articulated with a central projecting entrance tower with a recessed sections on either side. The central tower is marked by a limestone-faced entrance with an elliptical arch opening. The oriel window with limestone surround is placed above the entrance frieze. The projection of the oriel window is carried to the parapet, creating a tower-like effect. On either side of the limestone trim at the first and second stories are vertical decorative brick panels. The side sections are characterized by broad banks of windows arranged in groups of three. The vertical lines of the central tower are balanced by brick and limestone stringcourses at the sill and the frieze lines. The cornice is embellished with yellow, green, and red tile arranged in diamond, square and circular patterns.

Architectural Details:

Main Exterior Materials: Red brick
Exterior Trim Materials: Limestone

Charles W. Raymond Elementary School

Address: 915 Spring Road, N.W.
School Size: 73,600 square feet
Site Size: 129,000 square feet

Architect: Municipal Architect Albert L. Harris
Date of Construction: 1924; 1928
Alterations & Additions: 1964: classrooms on the west side of the building

Master Plan Recommendation: Modernize

Historical Summary:

Built in two sections in 1924 and 1928, the Charles W. Raymond School was designed as an extensible building to serve white children in the surrounding neighborhood of tightly packed rowhouses. The original section, constructed in 1924, consisted of the classroom wing on the west and the central entrance section. Four years later, in 1928, the classroom wing on the east and the auditorium to the north were constructed, thereby completing the initial overall composition. In 1964, a classroom addition was appended to the west. The school was named in honor of Charles W. Raymond, Engineer Commissioner from 1888 to 1890 and a member of the U.S. Corps of Engineers. A graduate of West Point, he also served as assistant engineer in the construction of the defenses of Alcatraz Island off San Francisco.

Historical Details:

Built as: Elementary School
School named for: Charles. W Raymond

Architectural Summary:

The design of the Raymond School is one of the sparest of the extensible school designs of the 1920s. It was designed as a long rectangular red brick box with scant limestone trim. The main facade on the south is articulated by a central pavilion marked by the entrance and a triple window bay at the second and third stories. A limestone strip at the parapet provides space for the school's name. On either side of the central pavilion are classroom wings, each articulated by eight bays of double windows. A brick pilaster separates each bay. The composition is tied together by limestone stringcourses at the watertable, at the second story sill line, and at the third story lintel line. A terra cotta cornice marks the top of the building frieze.

Theodore Roosevelt Senior High School

Address:	4301 13th St NW
School Size:	331,900 square feet
Site Size:	722,225 square feet
Architectural style:	Colonial Revival/ Neo-Classical
Materials:	Brick and limestone
Date of design:	1930
Date of construction:	1932
Alterations & Additions:	1977 Stadium; 1978-79 addition of gym, cafeteria, auditorium, classrooms
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

The Roosevelt School's history goes back into the 1800's. It all started in 1890 when a two-year business high school started at 12th and K Sts., N. W. In 1907, this two-year school became a four-year institution. In 1920, the struggle began for a new school, but it was not until 1925 that an appropriation was made for its construction. In May of 1930, the final sketches were completed, and in 1931, the facility was completed. After this, however, there was a plea to make an addition of a $225,000 stadium. In 1953 the school was integrated. As of 1960, the building consisted of 64 rooms, and had a capacity of 1,551. In 1977, groundbreaking for alterations and expansions of $12 million was done, to be completed four years later.

Historical Details:

Built As:	Two-year business school
School Named For:	Theodore Roosevelt

Architectural Summary:

Roosevelt High School is a Colonial Revival / Neo-Classical building with an original central pavilion and wings. The main entrance consists of a rounded two-story portico supported by six limestone columns atop a five-step porch. The main door, located on the west side, is metal, with a wood reveal. The portico connects to the slightly extruded central pedimented pavilion of the main building, on top of which rests a cupola. The three story main building of Flemish bond brick has belt coursing above the second floor, with eight over eight windows. The main building is a cloister with an inner court of 95.5' x 105'. The two story wings are joined to the central pavilion by aluminum roofed arms with arched openings. The wings are fronted by a double portico and trimmed with limestone quoining. A brick and aluminum addition abuts the north and west sides of the building, overlooking an open field on the north, and parking lot with track and football field on the east, abutting the gym. Three over six over six double hung windows adorn the east side.

Architectural Details:

Exterior Condition:	Fair (graffiti on wing doors)
Height (stories/feet):	38'
Plan Shape:	Rectangle (main)
Interior Floor Plan:	Labs, library, cafeteria, shops, offices, classrooms, and bathrooms are located in the main building, surrounding a central court; one wing houses the austiorium, and one the gymnasium (south)
Basement:	Yes
Landscape/Streetscape:	Situated on top of a hill; open field on north side
Façade Composition:	The main facade of the central building consists of red brick with limestone belt coursing. A limestone, double rounded portico with Corinthian columns and engraved frieze extends off the slightly extruded mid portion of the facade, emphasizing the main entrance.
Main exterior materials:	Red brick
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	8 over 8 pivoted windows; 15 over 15 above doorway
Doors:	The main entrance consists of 3 metal doors with wood reveals. The center door is topped by an arched pediment
Projections:	Front rounded portico, as well as extruded portion of the building to which it is attached; portico on wings; cupola
Roof:	Hip roof with gable at portico
Stairs:	Over 5 concrete steps up the hil, then 5 granite steps leading to landing of the portico
Original value of site:	Not available
Original cost of building:	$1,402,630.18

Sources:

- *D.C. Board of Education Meeting Minutes*, September 7, 1932.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Star*. "New School to be Occupied After 12 Years of Struggle," January 9, 1931.
- *Washington Star*. "Plea to Congress on Stadium Asked," December 16, 1931.
- *Washington Star*. "Dr. Zook to Help Dedicate School," November 10, 1933.
- *Washington Star*. "Central, Roosevelt High Merger Considered by School Board," March 23, 1950.

John W. Ross Elementary School

Address:	1730 R St NW
School Size:	22,400 square feet
Site Size:	20,628 square feet
Architect:	Office of the Building Inspector
Architectural Style:	Romanesque Revival
Materials:	Red brick
Date of Construction:	1888
Master Plan Recommendation:	Modernize

Historical Summary:

The John W. Ross School was built as the John Quincy Adams School, which served white students in the Dupont Circle area. The building functioned as a school until 1929 when it became an administrative annex. In 1935, soon after the new Adams School at 19th and California Streets, N.W. was completed in 1930 and the old John W. Ross School on Harvard Street between llth and 13th Streets, N.W. was razed in 1933, this building was renamed in honor of Ross, a District Commissioner from 1890 to 1902. Ross also was a law professor at Georgetown University Law School and served as postmaster General of the District of Columbia from 1880 to 1890. Used variously as a school and administrative annex during the 1930s through the 1960s, the Ross school today is an elementary school and daycare center.

Historical Details:

Built As:	Elementary school
Other Historic Uses:	Administrative annex, daycare center
School Named For:	John W. Ross
Other Historic Names:	John Quincy Adams School

Architectural Summary:

Like many of the red brick schools the Office of the Building Inspector designed during the 1880s and 1890s, the Ross School is a simple Romanesque Revival structure that melds into the red brick row house environment of the surrounding area. The design for the Ross School is a virtual duplicate of the Grimke, Carbery, and Giddings school buildings. The facade is articulated with projecting pavilions, pilaster strips, long windows, and gables that emphasize vertical lines and with brick stringcourses, sandstone windowsills, and foundation stones that emphasize horizontal lines. The Ross School building is decorated with wooden panels with a sunburst design at the pent of the gable above each projecting pavilion.

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School Without Walls Senior High School

Address: 2130 G St NW
School Size: 32,000 square feet
Site Size: 29,681 square feet

Architect: Office of the Building Inspector John B. Brady
Materials: Brick
Date of Construction: 1882

Master Plan Recommendation: Modernize

Historical Summary:

One of the earliest surviving school buildings anywhere in the District of Columbia, the school was a model three-story, twelve-room school building of the 1880s. The model was based on Superintendent of Schools J. Ormond Wilson's in-depth study of schoolhouses in the United States and abroad. The study resulted from the need to provide a large number of new public school buildings for the District's burgeoning post-Civil War population. Superintendent Wilson inspected the shape and size of classrooms, the size and location of windows, stairways, and ventilating shafts. His findings were turned over to Architect John B. Brady, who subsequently became the Building Inspector, for the preparation of plans. Superintendent Wilson thought the plan held greater advantages over the two-story, eight-room school model, but it was proportionately more expensive. The building originally was named the Analostan School in recognition of the Native Americans who once inhabited the nearby Potomac River shores. In 1890, the school was renamed in honor of Ulysses S. Grant, leader of the Union forces during the Civil War and the 18th President of the United States. It served white students in the densely populated area of Foggy Bottom. By the 1940s, the building was considered outdated because it lacked an assembly hall or gymnasium. As the surrounding residential area turned over to institutional use, the school age population dwindled. For several years, it housed classes for special education. Today, the Grant School serves as the District-wide School Without Walls.

Historical Details:

Built As: Elementary school
School Named For: Ulysses S. Grant
Other Historic Names: Analostan School, Ulysses S Grant School

Architectural Summary:

The main elevation of the Grant School is articulated with a central tower that projects slightly from the building line and rises above the roofline where it is crowned by a steep mansard roof. The sash windows are crowned with transoms placed under a pointed arch. The building is tied together horizontally and vertically by corner pilaster strips, brick string courses, and a corbelled brick cornice. The main entrance is given prominence with a cornice fashioned of stone and corbelled brick.

Alexander R. Shepherd Elementary School

Address:	7800 14th St NW
School Size:	79,700 square feet
Site Size:	196,900 square feet
Architect:	Albert Harris
Architectural style:	Colonial Revival/ NeoClassical
Materials:	Brick and limestone
Date of construction:	1931
Alterations & Additions:	First addition, 1937-38; 1955 addition of classrooms, assembly hall, and lunch/play room (on Jonquil St. side); 1969 addition to southeast
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

In 1928 the site of the Shepherd School was purchased at the corner of 14th and Kalmia. In September of that year, two portables (each costing $3,500) were erected. These one room wooden structures were heated by a stove in the corner, and had outside toilets and drinking fountains. Separate entrances were included for boys and girls, and a playground was built in a grove of trees in the rear. These Kalmia Road Portables, in 1932, became the Shepherd School. The land was bought for $79,748.57, and the building constructed for $110,000.00. In 1937, the first addition was made for $19,978.00. In July of 1955, plans for another addition were approved, and a $291,700 contract was granted to W. M. Chappell, Inc. The addition consisted of four classrooms, an assembly hall, and a lunch-play room.

Historical Details:

Built As:	Elementary school
School Named For:	Alexander R. Shepherd

Architectural Summary:

Similar to many of the schoolhouses built during this time, the Shepherd School is a common course brick building, trimmed with limestone with a slightly protruding broken pedimented central portion. The entrance is a wooden double door set back from a wooden portico and underneath a Palladian window, the only window on the front facade. The building extends back three defined bays, separated by downspouts and hall windows, its twelve over twelve windows grouping themselves in eights underneath a wood corbelled cornice. The two stories are abased with a layer of uncoursed stone and topped with a hip roof with gable up front. Since its construction, additions have been made to its west side consisting of a brick and limestone building whose fenestrations echo the twelve over twelve windows of the original, currently used as the main building.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	26'
Plan Shape:	Rectangle (before addition)
Basement:	Yes
Landscape/Streetscape:	Playground area surrounded by a chain link fence is located to E & NE of building; a 2.5' brick wall extends from original front facade, providing a gateway to the rear of school; a hill runs down Jonquil St. side of existing school
Façade Composition:	The main facade of the original building consists of red brick and limestone quoins. The main door is housed under a small portico topped by an iron rail balcony. Above the portico is a Palladian window within an arched opening with limestone keystone and springlines. The central portion of the facade is slightly extruded and topped with a broken pediment. Stone reliefs decorate the façade on either side of the extruded section.
Main exterior materials:	Brick, uncoursed rough stone, wood
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	12/12 pivot stone-sill windows extend along the east and west facades, and appear twoice on the rear facade; a slightly recessed Palladian window completes the front facade.
Doors:	The main door is a wood double door with wood reveal emphasized by a white portico with Doric columns; a double metal door with broken wood pediment provides entry in the rear.
Projections:	Front portico; side show window, shimney off rear, additoin
Roof:	Hip roof with gable over main entrance; flat roof on addition
Stairs:	7 concrete steps down to a walk, then 6 granite steps up to the main door; 6 granite steps up to the back entry
Related Outbuildings:	None other than the additions and wooden shed in rear
Original value of site:	$79,748.57
Original cost of building:	$110,000.00
Total original cost:	$189,748.57

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post.* "Part-Time to Be Ended at Shepherd," October 26, 1956.
- *Washington Star.* "School Will Reopen," January 10, 1933.

John Fox Slater School

Address: P St between North Capitol and First Sts NW
School Size: Not available
Site Size: 30,000 square feet

Architect: Office of the Building Inspector
Materials: Red brick
Date of Construction: 1891

Master Plan Recommendation: No recommendation – public charter school

Historical Summary:

The John Fox Slater School is among the earliest of the group of public schools intended to serve black students clustered along First Street, N.W. It was named in honor of John Fox Slater, a wealthy philanthropist and manufacturer from Slatersville, Rhode Island who was a supporter of industrial education for freedmen. In the early 20th century, when the Slater School became overcrowded, the Langston School was constructed in 1902 to the east of the Slater playground to relieve the situation. The two schools were then referred to as the Langston-Slater complex. Today, the Slater School is devoted to office use.

Historical Details:

Built As: Public school
School Named For: John Fox Slater
Other Historic Names: Langston-Slater Complex

Architectural Summary:

The architecture of the Slater School represents a successful model for a public school building that was replicated in the Jackson School in Georgetown and the Pierce School in the northeast quadrant. The essentially red brick box is articulated with an octagonal corner tower and projecting central pavilions. It is adorned with gables, molded brick stringcourses, an eight-sided conical roof above the tower, and a pressed metal cornice. The building's form echoes the surrounding residential architecture, although at a larger scale.

Henry Smothers Elementary School

Address: 44th & Brooks Street NE
School Size: 43,000 square feet
Site Size: 71,811 square feet

Architect: Albert L. Harris, then Nathan C. Wyeth
Materials: Red brick and limestone
Date of Construction: 1923
Alterations & Additions: 1938

Master Plan Recommendation: Replace

Historical Summary:

One of the many extensible school buildings designed in the District in the 1920s, the Henry Smothers Elementary School was built in two sections between 1923 and 1938. The earlier section was designed under the supervision of Municipal Architect Albert L. Harris, while the later sections fell under his successor, Nathan C. Wyeth. Constructed to serve black students in the far northeast section of the District, the school was named in honor of Henry Smothers, founder and teacher of a school for free black children in the District in the 1820s.

Historical Details:

Built As: Elementary school
School Named For: Henry Smothers

Architectural Summary:

One of the most starkly simple District public school buildings of the 1920s. The building provided for a central pavilion of five bays that projects slightly beyond the building line. On either side is a long section consisting of eight bays. Each bay is made up of double windows except for the single window at the end. Limestone stringcourses at the watertable, cornice, and parapet and limestone at the main entrance surrounding (south side of building), at the window surround, above the main door, and the frieze of the central pavilion enliven an otherwise simple building. The four classrooms are arranged with two rooms on each side of a long central corridor that extends through to the 1938 addition. The only perceptible difference between the two sections is in the corridors where those of the 1923 section are lined with brick, while those of the 1938 addition are faced with plaster and tile.

Architectural Details:

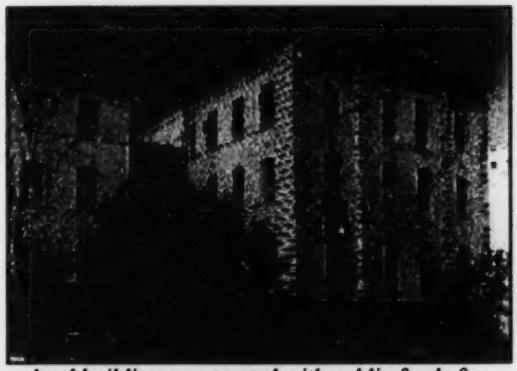
Main exterior materials: Red brick
Exterior trim materials: Limestone

Thaddeus Stevens Elementary School

Address: 21st & K Sts NW
School Size: 39,500 square feet
Site Size: 30,617 square feet

Date of Construction: 1868
Alterations & Additions: 1896-97: original school rebuilt

Master Plan Recommendation: Modernize



Historical Summary:

The Thaddeus Stevens Elementary School is the oldest surviving school building constructed with public funds for black students in the District of Columbia. The school was named for Thaddeus Stevens, the mid-19th century Congressman who was a noted champion of the abolitionist cause. Located in the old West End of the District, the Stevens School served the black community that historically had been located there. Today, office buildings have replaced the residential West End, as the downtown spread westward toward Georgetown. Prominent Stevens School students include Dr. Charles Drew, pioneer of the blood blank; historian Rayford Logan, and Amy Carter, daughter of President Jimmy Carter.

Historical Details:

Built As: School for black students
School Named For: Thaddeus Stevens

Architectural Summary:

The appearance of Stevens School is reflective more of the 1890s period in school architecture than of the 1860s. The original 1868 school was rebuilt in 1896-97 after designs prepared of the Office of the Building Inspector and approved by the District Commissioners and Edward Clark, Architect of the Capitol. The hyphens with mansard roofs may date from the original building. As rebuilt, the central section projects to the building line. It is connected to the wings by recessed hyphens. The flanking wings stand back from the line of the central section. The three-story central section, hyphens, and wings present a balance of vertical and horizontal elements. The long windows, projecting pavilions of the central section, and doors constitute the vertical elements, while the stringcourses at the sill line and frieze provide horizontal lines to the composition.

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Benjamin Stoddert Elementary School

Address:	4001 Calvert St NW
School Size:	17,400 square feet
Site Size:	283,818 square feet
Architect:	Albert L. Harris
Architectural style:	Colonial Revival
Materials:	Brick, uncoursed rough stone, limestone, wood
Builder:	Charles S. Bannett; Mass.Bonding Co.
Date of construction:	1932
Alterations & Additions:	Brick addition of classrooms off rear
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

In 1931, a contract for $106,700 was let to Charles S. Bannett to construct the Stoddert School. In 1932, however, after only 58% completion, Bannett resigned from the job because of financial difficulties. The Massachusetts Bonding Company took the job over, completing the school. Dedicated on November 8, 1932, it was agreed that Harris had succeeded in combining attractive exterior architecture with impressive interior facilities.

Historical Details:

Built As:	Elementary school
School Named For:	Benjamin Stoddert

Architectural Summary:

Like a number of elementary schools built in D.C. in the early 1930's, Stoddert is a reminiscent colonial structure of brick and an uncoursed, roughly squared base. Its main entrance sits twenty-five steps above the sidewalk. An iron rail leads up the steps of the wood portico to the metal door. On top of the portico is an iron rail balcony at the base of a Palladian window. The central portion of the facade is slightly extruded from the building, trimmed with limestone quoins, and topped with a broken pediment. There are no window openings on the front facade aside from the Palladian window. The building extends three bays deep, and consists of a show window on the east side, and groupings of twelve over twelve pivoted windows. On the north side is a brick, flat roof addition, consisting of extra classrooms. The west side, overlooking the playground, is similar to the east, yet does not have a show window.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	26'
Plan Shape:	Rectangle
Basement:	Yes
Landscape/Streetscape:	Playground uphill on west side and surrounded by chain link fence; open field on east; asphalt top on immediate east, west, and south sides; hill on north side
Façade Composition:	The red brick front facade consists of a slightly extruded central portion off of which the entrance portico extends, topped by an iron rail balcony. Above the portico is a Palladian window, breaking the pediment above. The central portion, as well as the facade itself has limestone quoins.
Main exterior materials:	Brick, uncoursed rough stone
Exterior trim materials:	Limestone quoins, wood cornice
Foundation materials:	Stone
Windows:	12 over 12 pivoted with stone sills; Palladian window on front facade; show window on east side with 9 over 9 pivoted windows
Doors:	The main entrance is a double metal doorway underneath a Doric portico and wooden fanlight. Double metal doors also provide entrance into the addition off the rear of the original building.
Projections:	Portico; slightly protruding central portion of front facade; addition
Roof:	Hip roof with gable up front at pediment ; flat roofed addition
Stairs:	20 concrete and 5 granite steps leading to front door; 5 concrete steps leading to addition entrance
Original value of site:	$68,460.00
Original cost of building:	$145,000.00
Total original cost:	$213,460.00

Sources:

- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post.* "Bonding Company to Finish Work on Stoddert School," January 17, 1932.
- *Washington Post.* "Big Crowd Attends Benjamin Stoddert School Dedication," November 8, 1932.

Stuart-Hobson Middle School

Address: 5th & E Sts NE
School Size: 105,900 square feet
Site Size: 73,134 square feet

Architect: Albert L. Harris
Architectural style: Renaissance
Date of Construction: 1927

Master Plan Recommendation: Modernize

Historical Summary:

Formerly the Stuart Junior High School, the Stuart-Hobson Middle School was constructed between 1925 and 1927 to serve white students in the northeast section the Capitol Hill neighborhood of the District of Columbia. As an institution, the Stuart Junior High School was housed in several older elementary schools on Capitol Hill. It was named in honor of Alexander Tait Stuart, superintendent of District of Columbia Public Schools from 1908 to 1911. When the building was completed, the school relieved overcrowding in the area's smaller elementary schools because it housed the seventh and eighth grades in addition to the ninth grade. In 1986, a reorganization of the Capitol Hill schools resulted in the creation of the Stuart-Hobson Middle School to serve grades 5 through 8. The renamed school honored Julius Hobson, member of the D.C. Board of Education and civil rights leader.

Historical Details:

Built As: Junior high school
School Named For: Alexander Tait Stuart, then Julius Hobson
Other Historic Names: Stuart Junior High School

Architectural Summary:

A three-story Renaissance design, the Stuart-Hobson Middle School building is adorned with unusually rich limestone trim at the front and side entrances. The main facade is composed of a central three-bay section of double windows, with eight bays of double windows on either side. The main entrance is marked by a portico of four limestone Doric columns extending the height of two stories. A balustrade crowns the entrance portico. The vertical lines of the portico and double windows are balanced by the horizontal lines of the limestone veneer foundation and limestone strips at the top of the second story, at the cornice lines, and at the parapet. At the side entrances at the east and west elevations, a decorative limestone surround is composed of Doric pilasters and frieze. Above the limestone surround, at the second story, is a single window with limestone surround and a carved horn of plenty on either side. The floor plan is arranged in a T-shape, with classrooms along the top of the T and the auditorium at the stem.

Architectural Details:

Height (stories/feet): 3-story
Plan Shape: T
Exterior trim materials: Limestone

Charles Sumner School

Address: 17th and M Sts NW
School Size: 28,320 square feet
Site Size: 13,181 square feet

Architect: Adolph Cluss
Date of Construction: 1872

Master Plan Recommendation: No recommendation – administration building

Historical Summary:

The Charles Sumner School was the first substantial school building constructed for black children in the District of Columbia. The building contained classrooms for the primary and grammar school levels as well as offices for the superintendent and the Board of Trustees of the colored schools of Washington and Georgetown. The "public hall" or Great Hall at the third floor was large enough to hold an assembly of all the pupils housed in the building. In addition, the hall housed functions of other black schools, including graduation exercises. From the classrooms of Sumner School, new institutions in support of educational advancement were launched. By the end of the 1870s, the Sumner School served as the site of the first high school graduation for black students. These classes evolved into the M Street High School that was succeeded by Dunbar High School. The Normal School for training black teachers was established at Sumner and later became Miner Teachers' College. Later, it formed part of the integrated D.C. Teachers' College, a major institution that merged into the University of the District of Columbia. Throughout the years, the Sumner School served as the location of adult education and evening classes and housed health and dental clinics.

By the 1970s, much of the school age population in the area had dwindled and the building's physical condition had deteriorated. In 1977, the D.C. Board of Education adopted a resolution to seek inclusion of Sumner School on the National Register of Historic Places and to identify ways to preserve the building. In 1979, a portion of the school's roof collapsed, placing the building in serious jeopardy. Later that year, the Sumner School was listed on the National Register of Historic Places. Two years later, in 1981, the D.C. Board of Education solicited proposals for the rehabilitation of the school and the development of the surrounding property including the Magruder School. The proposal submitted by 17M Associates was selected to develop the surrounding property and restore the Sumner School, a process that was completed in late 1986. Today, the Sumner school houses the archives of the District of Columbia Public Schools, museum and exhibit space, and conference facilities. The activities it houses embrace both scholarly endeavors and community service--continuing the tradition of historic Sumner School.

Historical Details:

Built As: Primary and grammar school
Other Historic Uses: Adult education and evening classes; health and dental clinics
School Named For: Charles Sumner

Architectural Summary:

The Sumner School is situated on a commanding corner site. The building was described as being designed in "the spirit of a modernized Norman style." However, its Moorish arches above the main entrance on the M Street facade and ornamental arches above the windows suggest a more complex array of design influences. Its main facade facing M Street is marked by a central clock tower that terminates in a steep belfry. Flanking the tower are three bays of double windows, each capped by decorative arches. The composition is tied together by a stone belt course between the first and second stories and a heavy brick cornice above the third story. Ornamental slate, dormer windows, and iron cresting make the roof one of the building's outstanding features. At the completion of construction, the interior was adorned with ornamental frescoing, rich carpets, and up-to-date gas fixtures.

William Howard Taft Junior High School

Address:	1800 Perry St NE
School Size:	194,300 square feet
Site Size:	249,071 square feet
Architect:	Albert L. Harris
Architectural style:	Colonial Revival/ Neo-Classical
Materials:	Brick and limestone
Builder:	Prescott-White Corp.
Date of design:	1929
Date of construction:	1933
Alterations & Additions:	1949: third floor wings of original building added; 1959: classrooms to east side; 1970: addition to north side
Master Plan Recommendation:	No recommendation – special education building
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

In 1932 Congress appropriated $200,000 to start construction of Taft Junior High School. The next year, $250,000 more was granted to finish the structure, except for the wings and the gym. It was to replace the Brookland and Woodridge Junior High Schools. Due to costs, the cupola was eliminated. The building officially opened on September 18, 1933, and was dedicated in May of 1934. In August of 1946, two new wings for the school were added for the approximate cost of $500,000. The south wing consisted of two gyms. The north had a food lab, laundry room, dining room, print shop, art rooms, music room, and classrooms. The main building had 23 classrooms, and the west wing housed the sports and recreation facilities. As time went on, the school became less and less full. In 1997, only 286 students attended the building that had a capacity of 1700. The school was closed at the end of the 1997 school year.

Historical Details:

Built As:	Junior high school
School Named For:	William Howard Taft

Architectural Summary:

Built in 1933, this Colonial Revival / Neo-Classical building consists of three section (a main portion and two wings). The central building is designed around an auditorium. Its main entrance consists of a double portico on top of a limestone first floor, eighteen steps above the sidewalk. The ionic columns of the portico are sandwiched within three columns of two double nine over nine double-hung windows. The main doors are metal, recessed in three arched opening with wood reveals. The top consists of a round window within a pediment. The west wing consists of a flat roof, brick facade, fifteen over fifteen windows, and slightly extruded three arched doorways on the south side. On the north side, brick pilasters with limestone bands at the spring-lines trace around arched windows on the second floor, and eight over four over eight window on the first floor. The east wing extends the furthest back, housing many of the labs. An addition was made to the mid section, consisting of a flat roof and many thin brick pilasters.

Architectural Details:

Height (stories/feet):	42' (main)
Plan Shape:	L (after addition)
Interior Floor Plan:	West wing housed sports and recreation; the south had two gyms; the north wing housed the food lab, laundry room, dining room, printshop, art rooms, music rooms, and classrooms; the main building consisted of 23 classrooms
Basement:	Yes
Mechanical Systems:	Boiler
Landscape/Streetscape:	Baseball field and basketball court out front, playground on southwest hill, surrounded by residential area
Façade Composition:	The main facade, facing Perry St., consists of red brick, double 9 over 9 window, separated by slightly extruded brick pilasters, a limestone belt coursing, extending from the base of the portico's columns, and limestone base and cornice line. The entrance is emphasized by an extruded double portico resting on a limestone base with three arched openings to provide for the three metal doors. The name of the school is engraved in the frieze, and topped by a corbelled pediment with ellipsoidal window.
Main exterior materials:	Brick and limestone
Exterior trim materials:	Limestone
Foundation materials:	Concrete
Windows:	Wood, 15 over 15 or double 9 over 9 pivoted windows; some in gym have metal frames; aluminum vent windows on 1970 addition
Doors:	The main doors are single metal doors with wood reveals
Projections:	Front portico, chimney in rear, additions
Roof:	Pitched slate with areas of flat roofing; metal coping over auditorium; flat-built up roof installed in 1983 over the 3 floor wings
Stairs:	Concrete stairs leading to basement, 11 concrete and 7 granite steps lead to the main entrance; 5 granite steps lead to doors on wings
Original value of site:	$37,912.00
Original cost of building:	$372,319.57
Total original cost:	$411,231.57

Sources:

- *D.C. Board of Education Meeting Minutes*, 1933, 1956, 1957, and 1967.
- *D.C. Public Schools' Facilities Re-Assessment Report*. Office of the Chief Operating Officer/Director of facilities program analysis and evaluative division, March 1997.
- *Neighborhood News*. "The Genesis and Growth of Taft Junior High School," December 1949.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "Two New Wings for Taft High School Approved," August 14, 1946.
- *Washington Times*, "Occupancy and Accommodation," June 20, 1997.

Strong John Thomson Elementary School

Address: 12th & L Sts NW
School Size: 40,950 square feet
Site Size: 27,435 square feet

Architect: Marsh & Peter
Architectural Style: Elizabethan
Date of Construction: 1910
Alterations & Additions: 1924: 3rd story added

Master Plan Recommendation: Modernize

Historical Summary:

The Strong John Thomson School was named in honor of the educator who served as a teacher and principal in public schools in the District of Columbia. Between 1869 and 1876, Thomson taught at a private school on the site of this school. Thomson School represented a new breed of school buildings that featured a large assembly room in the basement intended for school entertainment and demonstrations, a large self-contained kindergarten room, and a principal's office on the main floor. In 1924, a third story was added, replicating the design of the original section and providing for six new classrooms.

Historical Details:

Built As: Elementary school
School Named For: Strong John Thompson

Architectural Summary:

The original section of the Thomson School consisted of two stories and a basement. It was designed with a long recessed central section flanked by projecting end pavilions. The end pavilions are accentuated by gable roofs and limestone coping. Broad ranges of windows articulate the L Street facade. A self-contained brick balcony with limestone coping is placed at the first floor level of the central section. The boys' and girls' entrances are located on the side elevations and are sited between the basement and the first floor. The circular arched entrances are elaborated with brick designed to resemble rustication, a fluted keystone, a medallioned cornice, and a balustrade at the second floor window. The composition is tied together with a limestone strip at the watertable.

Architectural Details:

Height (stories/feet): 3 stories
Main Exterior Materials: Brick
Exterior Trim Materials: Limestone

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George Truesdell Elementary School

Address:	800 Ingraham St NW
School Size:	69,600 square feet
Site Size:	50,749 square feet
Architect:	Robert F. Beresford
Date of Construction:	1908
Alterations & Additions:	1926: addition of a long classroom wing; 1938
Master Plan Recommendation:	Modernize

Historical Summary:

The Truesdell School traces its origins to the Brightwood Park School constructed in 1908. A long classroom wing was added in 1926 and the completed building was renamed the Truesdell School in honor of District Commissioner George Truesdell. In 1937-38, the 1908 section was demolished and replaced with a west wing to the 1926 section. In addition, an auditorium was constructed to the rear. The additions were designed in 1937 by Municipal Architect Nathan C. Wyeth and were completed the following year. Starting in 1942, Truesdell served as a laboratory school connected with Wilson Teachers' College and was referred to as the Truesdell Laboratory School.

Historical Details:

Built As:	Elementary school
Other Historic Uses:	Laboratory school
School Named For:	George Truesdell
Other Historic Names:	Brightwood Park School, Truesdell Laboratory School

Architectural Summary:

The Truesdell School's main facade facing north is composed of five sections. The central section is made up of the entrance and flanking panels at the first story. Above the entrance at the second story are three windows: the central one is capped with segmental arch pediment while the flanking windows have a flat lintel. Directly above the third story, at the pent of the roof, is a cupola. on either side of the central section are classroom wings of five bays each. The central window of the end wings at the second and third stories are expanded into Palladian windows. Triangular pediments cap each end wing. The composition is tied together with a granite veneer foundation, a brick stringcourse between the first and second stories, and a modillioned cornice.

Margaret Murray Washington Career Senior High School

Address: 27 O St NW
School Size: 89,700 square feet
Site Size: 93,023 square feet

Architect: Snowden Ashford
Architectural style: Elizabethan
Materials: Red brick and limestone
Date of Construction: 1912

Master Plan Recommendation: Modernize

Historical Summary:

The Margaret Murray Washington Career Development Center was completed just a few blocks south of and a decade later than Armstrong Adult Education Center. Originally built as the O Street Vocational School to serve black female students, the school was renamed the Margaret Murray Washington Vocational School for Colored Girls in 1926 in honor of the wife of Booker T. Washington, who had died a year earlier. She had served as a teacher and dean of the woman's department at Tuskegee Institute. The M. K. Washington School is one of a group of schools for black students clustered along North Capitol and First Streets, NW.

Historical Details:

Built As: Vocational school for black female students
School Named For: Margaret Murray Washington
Other Historic Names: O Street Vocational School, Margaret Murray Washington Vocational School for Colored Girls

Architectural Summary:

During the 20th century, the original 8-room block was expanded several times transforming the school into a commanding presence in the area. The main facade on the south is composed of a central entrance bay and two flanking bays. The central bay is marked by an entrance with a limestone surround located between the basement level and the first story. Above the entrance are triple windows, marking the location of the stairway. The side bays are characterized by road, banks of windows arranged in groups of four. Limestone stringcourses at the watertable and frieze tie together the composition. Diamond-shaped patterns are placed in the frieze, one at each corner and one above each drain pipe that mark the edges of the central bay. At the top of the building is a stepped roofline with limestone coping.

Architectural Details:

Main exterior materials: Red brick
Exterior trim materials: Limestone

Daniel Webster Elementary School

Address: 10th & H St NW
School Size: 27,300 square feet
Site Size: 8,835 square feet

Architect: Office of the Building Inspector
Date of Construction: 1882

Master Plan Recommendation: Not in DCPS inventory

Historical Summary:

The Daniel Webster School was constructed to serve white students who lived close to the downtown area of the District of Columbia. It was named in honor of Daniel Webster, celebrated orator, Senator from Massachusetts, and Secretary of State. It served in that capacity until the population shifted away from the area and the enrollment dwindled. Between 1924 and 1949, the building housed the Americanization School. In 1950, the Webster School vas converted to a D.C. Public Schools administrative annex. Thirteen years later, the Girls' Junior-Senior High School was organized and housed in the school. A model of its kind, the program was directed as providing education and medical care for single mothers. After the Girls' School was phased out, Webster housed special education classes. Today, the Webster School houses the administrative offices of the D.C. Public Schools special education program.

Historical Details:

Built As: Elementary school
School Named For: Daniel Webster
Other Historic Uses: Americanization school, Girl's junior-senior high school, Special education school

Architectural Summary:

The Webster School is a spartan example of the Office of the Building Inspector's school buildings of the 1880s and 1890s. The essentially three-story red brick box is enlivened with decorative stonework, strips of corbelled brick at the frieze, rosettes, and a stone strip at the watertable. The recessed central section is marked by an entrance with an embellished brick surround. In addition, the windows of the central pavilion are double sash while the windows of the flanking pavilions are single sash. The interior layout is unusual for this period. The four classrooms on each floor are placed with two rooms on either side of a long hallway, rather than around a square central hall.

Samuel G. Wheatley Elementary School

Address: 1299 Neal St NE
School Size: 87,200 square feet
Site Size: 76,500 square feet

Architect: Appleton P. Clark, Jr.
Architectural style: Renaissance Revival
Date of construction: 1903
Alterations & Additions: 1921: addition to the east

Master Plan Recommendation: Modernize

Historical Summary:

The Samuel G. Wheatley Elementary school is one of the several elegant public school buildings that well-known Washington architect Appleton P. Clark, Jr. designed during the first decade of the 20th century. Built to serve white students in the neighborhood, the school was named in honor of Samuel G. Wheatley, a prominent District businessman and a District Commissioner from 1886 to 1889. By the conclusion of World War I, the Wheatley School was overcrowded. In 1921, architect Appleton Clark collaborated with Municipal Architect Albert L. Harris on the design for a compatible addition to the east. Incorporating an auditorium and classroom block, the additions were designed to replicate the forms and materials of the original section.

Historical Details:

Built As: Elementary school
School Named For: Samuel G. Wheatley

Architectural Summary:

Appleton Clark designed the Wheatley School in the Renaissance Revival style with a colonnade effect above the first story. The original design provided for decorative brackets supporting the overhanging eaves of the roof. The window treatment emphasizes the difference between the first and second stories. At the first story, the double windows are placed under flat brick lintels. At the second story, double round arch windows are set within pebbledash panels. The entrance bay is emphasized by a round stone arch above the door and, at the second story, elongated windows set behind a decorative wrought iron balcony. The vertical elements of windows and doors are balanced by the horizontal elements of a rusticated brick design at the basement and first story, a stone stringcourse between the first and second stories, and a simple one course corbelled brick cornice in a zigzag design. The interior central halls were designed with arched entrances and blind arches to present a colonnade effect.

John Greenleaf Whittier Elementary School

Address: 5th & Sheridan Sts NW
School Size: 66,600 square feet
Site Size: 73,569 square feet

Architect: Ward Brown
Date of Construction: 1926

Master Plan Recommendation: Modernize

Historical Summary:

The John Greenleaf Whittier Elementary School was constructed after persistent lobbying efforts of the Manor Park Citizens' Association to gain a new school for the growing community. The neighborhood group persuaded the U.S. Congress that its new school should be funded with part of the five-year school construction program that funded a large number of District public schools between 1925 and 1930. Named in honor of American poet, John Greenleaf Whittier, the school was designed as an extensible building and constructed in three phases. Washington architect Ward Brown was credited as the architect of the first section dated 1926, although he most likely was the designer of the entire building in its completed form. The first section consists of the east classroom wing and central section. By 1928, further development of the community caused severe overcrowding in the building and forced the school to operate on a part-time schedule. In 1930, Municipal Architect Albert L. Harris is credited with the second section of the school, the west classroom wing. Eight years later, Nathan C. Wyeth, Harris's successor as Municipal Architect, designed the auditorium block to the south.

Historical Details:

Built As: Elementary school
School Named For: John Greenleaf Whittier

Architectural Summary:

The massing, style, and details of the Whittier School are virtually identical with those of other extensible elementary schools in the District of Columbia constructed during the 1920s. The main elevation on the north of composed of five sections. The central section of three bays is marked by a limestone surround, panels, and a frieze at the entrance. At the second story of the central section are three windows, each with limestone surround. The central window is topped by a triangular pediment. At the center of the roof is a cupola. On either side of the central section are classroom sections of five bays each. The end wings are articulated with center windows at the second and third stories expanded to Palladian windows. At the roofline of each projecting end wing is a broken pediment and limestone panel. The composition is tied together by a granite strip at the foundation and a brink stringcourse between the first and second stories, and a modillioned cornice.

Architectural Details:

Height (stories/feet): 3 stories
Exterior trim materials: Limestone

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Woodrow Wilson Senior High School

Address:	3950 Chesapeake St NW
School Size:	271,300 square feet
Site Size:	454,920 square feet
Architect:	Nathan C. Wyeth
Architectural style:	Colonial Revival
Materials:	Brick, uncoursed rough stone
Builder:	McCloskey & Company
Date of design:	1932
Date of construction:	1935
Alterations & Additions:	Gym added in 1971; pool added in 1978; stadium and grounds added in 1939
Master Plan Recommendation:	Modernize
Located in a Historic District:	No
DC Landmark:	No
National Historic Register:	No
National Historic Listing:	No

Historical Summary:

In 1931, the Fort Reno School site, later to be named for Woodrow Wilson, was chosen and bought for $109,700. Nathan Wyeth designed the building to face Nebraska Avenue, overlooking an athletic field, flanked by an auditorium on one side, and a gym on the other. To be occupied by 1500, the new building including sixty-one classrooms and shops, a gym, an auditorium, rifle range, courts, locker rooms, and cafeteria. A clock tower was included to replace the cupola. In 1934, a contract was let to McCloskey and Co. for $1,043,000. When it opened in 1935, only sophomores and juniors attended. The senior class was added in February, making the total number of pupils 670. The official dedication took place on March 11, 1936 in front of 1500 people. By 1960, the school consisted of 62 rooms and had a stadium. In 1978, a new pool was added to the complex for $3.08 million.

Historical Details:

Built As:	Senior high school
School Named For:	Woodrow Wilson
Other Historic Names:	Fort Reno School

Architectural Summary:

This Georgian Flemish bond brick building consists of a cloister with extending wings. The main body consists of a central pavilion slightly protruding from the face of the building, emphasizing the main wooden door entrance (marked by Ionic pilasters) with its alignment with a pediment, clock tower, and fifteen steps. Fifteen over fifteen stone-silled windows uniformly decorate the three story front facade overlooking a football stadium and track. Essentially three bays wide and five deep arms have been built off the sides with fanlight windows connecting to the two story rectangular buildings with arched doorways and hipped roofs. Still further extended to the south is an exposed concrete and brick addition with flat roof. A swimming pool is located on the south side of the building, behind the theater. The library and gym are on the north along Chesapeake St.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	39'
Plan Shape:	Cloister (main); arc (c)
Interior Floor Plan:	South wing: swimming pool, theater; mainbuilding: classrooms, shops, gym, auditorium, rifle range, courts, cafeteria; northeast: library, gym
Basement:	Yes
Mechanical Systems:	Boiler house
Landscape/Streetscape:	Football field and track on Chesapeake St.; park across the street on the north; parking lot on Fort Dr. separating the school from a commercial area; chainlink fence around southernmost part of the building
Façade Composition:	The main facade consists primarily of red brick. A central bay protrudes slightly from the face of the building and is pedimented on top. The entrance is marked by three doors aligned with the windows above them. The remaining facade is punctured by 6 columns of 15 over 15 windows, resting on a stone base.
Main exterior materials:	Brick and uncourse rough stone
Exterior trim materials:	Brick and stone
Foundation materials:	Stone
Windows:	15 over 15 stone sill double hung
Doors:	The main doors are bevelled wood double doors with stone reveal. The central door is topped with an arched pediment atop brick pilasters. Doors on the rear cloister facade are also under arched pediments, and atop converging stairways.
Projections:	The end bays of the rear facade extrude slightly from the main face. The gym and auditorium protrude off the building on the northeast and southwest.
Roof:	Hip roof with gables
Stairs:	2 sets of 12 stone steps converge and lead to the back doors; out front, 15 steps on each side lead to the main doors, overlooking the football stadium.
Related Outbuildings:	Gym, heating plant, auditorium
Original value of site:	$205,564.67
Original cost of building:	$1,238,260.60
Total original cost:	$1,443,825.27

Sources:

- *D.C. Board of Education Meeting Minutes*, March 21, 1934; August 2, 1933.
- *District Teacher*. "The New Woodrow Wilson High School," December 1935.
- Sumner School Vertical Files
- Washingtoniana Collection
- *Washington Post*. "Fort Reno School Site Row Settled as Factions Agree," November 29, 1931.
- *Washington Post*. "Wilson High is Dedicated Before 1500," March 11, 1936.
- *Washington Star*. "Naming of School for Wilson Sought," November 18, 1932.
- *Washington Star*. "Architect Rushes Woodrow Wilson High School Plans," December 5, 1933.

Charles Young Elementary School

Address: 820 26th St NE
School Size: 70,400 square feet
Site Size: 1,850,429 square feet

Architectural style: Colonial Revival
Materials: Wood, red brick
Builder: Graham Construction Co.
Date of construction: 1931
Alterations & Additions: 1937 11 rooms on the north; 1948 southwest addition; 1956 demountable; 1978 west/northwest addition

Master Plan Recommendation: Modernize

Located in a Historic District: No
DC Landmark: No
National Historic Register: No
National Historic Listing: No

Historical Summary:

The site for the Charles Young School was first purchased on July 30, 1929. Built to honor the US Army Colonel, the platoon school was erected in 1931 as the first platoon school in Washington, DC. Its first student body consisted of 256 pupils. After an 11-room addition in 1937 and another addition in 1949, the school soon had twenty-two regular classrooms, and two kindergartens. In 1956, the Young Demountable was built, consisting of eight regular classrooms. A final addition was made in 1978, west of the auditorium.

Historical Details:

Built As: Platoon school
School Named For: Charles Young
Other Historic Names: Charles Young Platoon School

Architectural Summary:

Young School, located adjacent to Browne school, is a hipped roof structure with a front gable topping a painted white wood double portico. A cupola extrudes from behind the portico, which marks the main entrance of the building through three doors recessed from the front columns. Twelve over twelve windows grouped in fours span the facade. At the ends of the front facade are two pedimented portals. A single bay deep, the side facades consist of three arched Palladian windows underneath a pediment. In the rear, a flat roof brick addition abuts the building.

Architectural Details:

Exterior Condition:	Good
Height (stories/feet):	28'
Plan Shape:	Elongated rectangle
Landscape/Streetscape:	Open field on east; football field on west; parking lot on south; hill on north side leading to parking lot below
Façade Composition:	The front facade consists of red brick with 12 over 12 stone sill windows arranged in groups of 4. The entrance is defined by an extruded double portico with three recessed doors.
Main exterior materials:	Red brick, wood
Exterior trim materials:	Wood cornice, brick quoins
Foundation materials:	Concrete
Windows:	Palladian windows on side faces, 12 over 12 pivot windows with limestone keystone and arched pediment. Metal doors allow for entry from the sides of the biulding as well.
Doors:	3 metal doors provide for entry into the building. The middle door is under an arched pediment. Metal doors allow for entry from the sides of the building as well.
Projections:	Extruded portico; north and south ends protrude slightly; cupola on top
Roof:	Hip roof with front and end gables; flat roof in rear
Stairs:	Concrete stairs leading down the hill to Browne School; concrete stairs leading to the addition on the south side
Original value of site:	$170,000.00
Original cost of building:	$211,238.45
Total original cost:	$381,238.45

Sources:

- Washingtoniana Collection
- Sumner School Vertical Files
- *D.C. Board of Education Meeting Minutes*, January 7, 1931.
- *Washington-Pittsburgh Courier*. "Charles Young Platoon School Observes 20th Year," November 17, 1951.